REPORT RESUMES

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CATALOG OF EDUCATIONAL CHANGES IN OHIO PUBLIC SCHOOLS.
BY- STUFFLEBEAM, DANIEL L. AND OTHERS
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INFORMATION RELATED TO INNOVATIVE ELEMENTARY AND SECONDARY SCHOOL PROGRAMS IN OHIO IS PRESENTED. DATA WERE OBTAINED FROM SCHOOL ADMINISTRATORS AND TEACHERS THROUGH THE USE OF QUESTIONNAIRES. ENTRIES INCLUDE--(1) GEOGRAPHIC REGION, (2) COUNTY, (3) CITY OR VILLAGE, (4) LOCAL DISTRICT, AND (5) PROJECT TITLE. DETAILED DESCRIPTIONS OF SELECTED PROGRAMS ARE INCLUDED. A FUTURE REPORT WILL CONTAIN AN ANALYSIS OF THE TYPES, ORIGINS, FUNDING, AND EFFECTIVENESS OF CURRENT INNOVATIONS. THIS PUBLICATION IS ALSO AVAILABLE FROM PUBLICATIONS OFFICE, THE OHIO STATE UNIVERSITY, 242 W. 18TH AVENUE, COLUMBUS, OHIO 43210, FOR $2.25. (AG)

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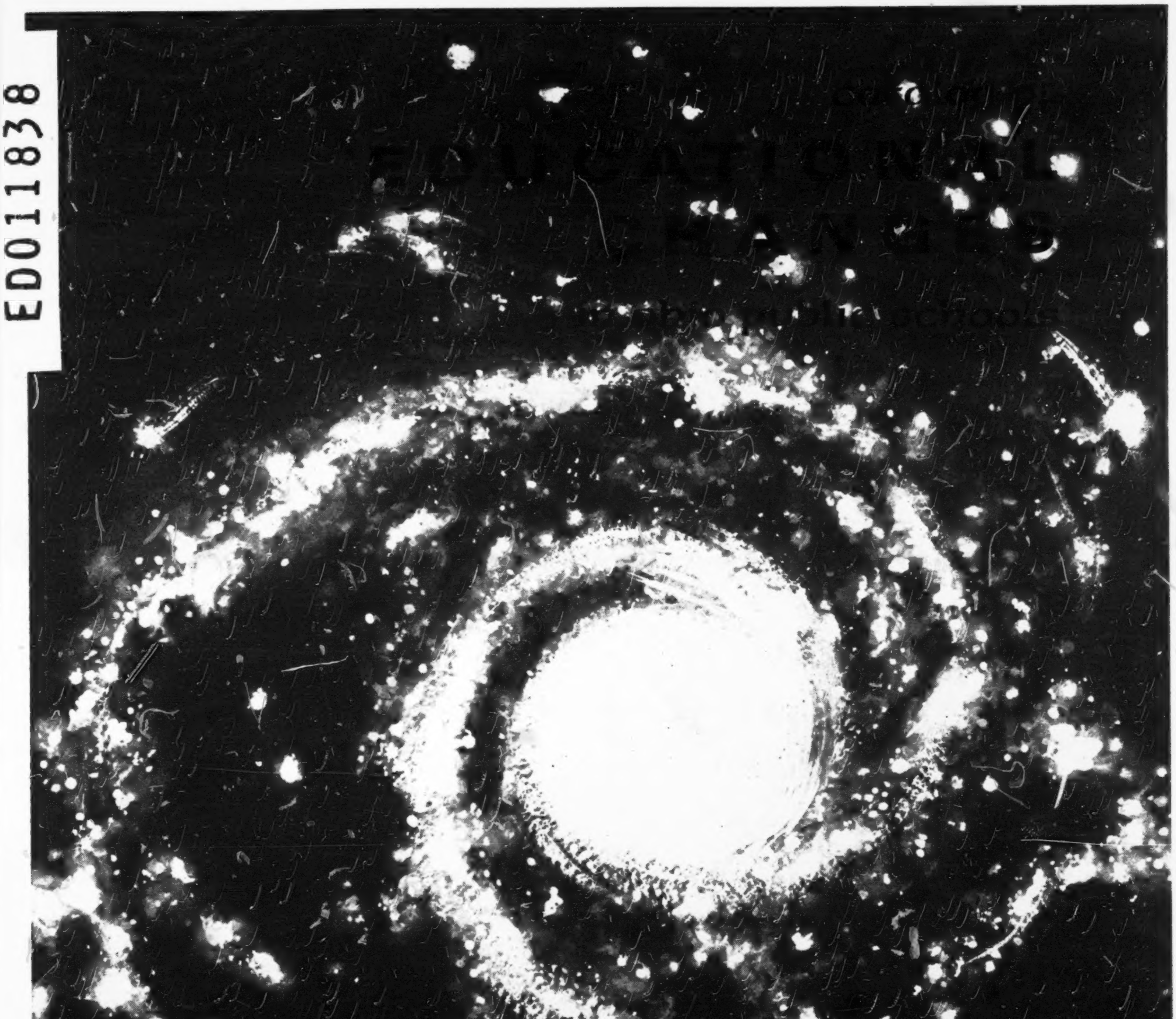

EDUCATIONAL CHANGES

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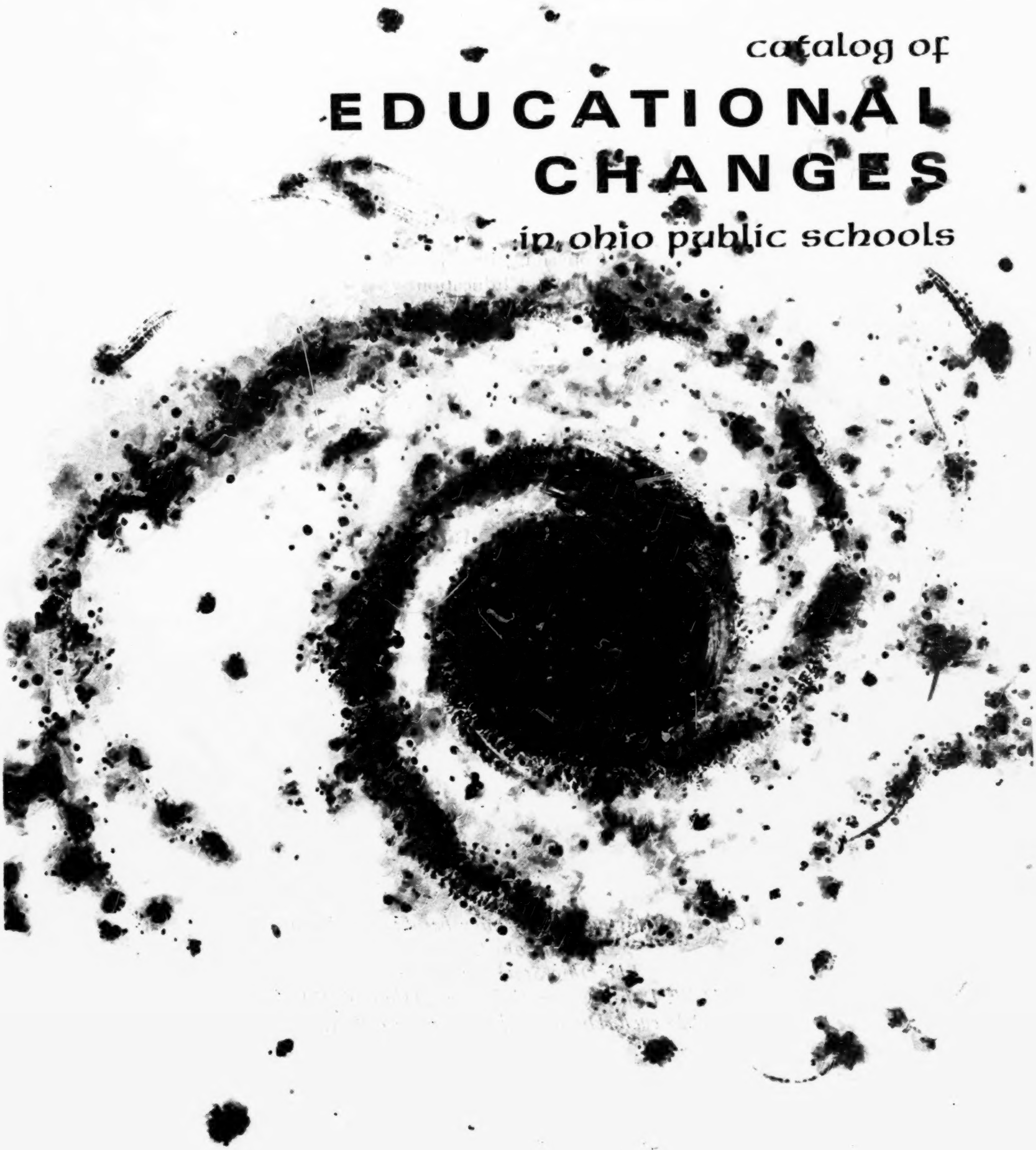

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FOREWORD

As this book will attest, educational change is in the air. It is the unusual school today that is not trying out new ideas: the Initial Teaching Alphabet, the PSSC curriculum in physics, prekindergarten "head start" experiences, modular scheduling, programed instruction, ungraded primary units, special programs for potential dropouts, large group instructional spaces, machine processing of school data, and, literally, hundreds of others. School people are acutely sensitive to public criticism, and they are attempting to meet objections, when these are justified, as rapidly and effectively as possible. Further, an awakening professional conscience has aroused these same educators to a self-criticism far more penetrating than that which the public has been able to stimulate. The searching questions that educators have posed for themselves demand attention and reply.

What kind of strategy can educators follow in attempting to meet the deficiencies and shortcomings that are evident? How can they further improve the practices which seem at least minimally acceptable even to the critics? How can completely new concepts and techniques be invented and put into practice? Questions such as these appear to be among the most important among those currently being raised.

The traditional (and notably ineffective) response to these questions recommends linking practice more intimately with research and theory. It has been maintained that all of the problems attendant on the accomplishment of change would fade away if adequate channels of communication could be established between researchers and practitioners. That this is fallacious reasoning is patent as one notes the fervor with which the two groups denounce one another for the evident failure to accomplish this much hoped for rapprochement. Researchers are labeled as ivory-tower, egg-head, cloud-nining "mere" theoreticians, and practitioners are viewed as rule-of-thumb, short-sighted, fly-by-the-seat-of-the-pants manipulators. In the meantime, it is becoming apparent that no amount of vilification will solve the dilemma because each side is both right and wrong. What is needed is a broad approach that will permit each of the camps to accomplish those tasks they are suited and mandated to do (i.e., to produce new knowledge and to make practical decisions) while bridging the gap between them with new mechanisms and agencies that are charged with intermediate functions such as invention, design, field-testing, demonstration, dissemination, and adaptation, none of which are properly attended to now.

Such an undertaking is vast indeed, and one hears only the beginning rumblings of such an effort now. The new Federal Elementary and Secondary Education Act of 1965 (Titles III and IV in particular), the special effort of certain state departments (for example, New York and Pennsylvania), and the development within university settings of special agencies to deal with this problem (for example, Kentucky and Ohio State) are straws in the wind. Education cannot wait until these new efforts are fully developed; practical action must begin at once. The report on the nature and location of educational innovations in Ohio schools in this book is one such beginning step.

The inventory of educational innovations reported in this *Catalog* was suggested by and somewhat parallels the work of Henry M. Brickell in New York state. However, while Brickell's inventory was confined to instructional innovations, the present inventory includes six other areas as well: (1) Administration, Organization, Business, and Finance; (2) Pupil Personnel Services; (3) School Plant; (4) Staff; (5) School-Community Relations; and (6) Research. This *Catalog*, then, is probably the most complete compendium yet to be assembled in respect to an area as large as a state.

While Ohio State's Bureau of Educational Research and Service took the leadership in initiating the effort, the Bureau was joined almost at once by four other agencies that collaborated throughout on the effort and contributed funds and/or staff to the project: the Ohio State Department of Education; the Ohio School Boards Association; the Ohio Education Association; and the Ohio Association of School Administrators. The willingness of these groups to participate in and support this effort illustrates their commitment to and belief in the importance of the *Catalog*. Halfway through the project, a special grant from the Research Grants and Leaves Committee of the College of Education, The Ohio State University, made possible some expansion in the study design that emerged as useful.

The efforts of Daniel Stufflebeam, chairman, and the personnel comprising the *ad hoc* committee for the development of the *Catalog* deserve special attention. The original estimates of the work and effort necessary to do the project turned out to be grossly inadequate, but Dr. Stufflebeam's dedication to the project remained and, in fact, seemed to increase in direct proportion to the apparent impossibility of ever getting the task done. Other members of the *ad hoc* group worked with equal fervor—Robert T. Baker, Richard Kelley, Roy Larmee, John Marrah, and Gerald Norman all contributed time and energy well above the levels we originally asked of them.

Whether or not the *Catalog* will play a dynamic role in facilitating the educational change process in Ohio schools remains to be seen; I believe that it does represent a useful first step. In the final analysis, however, this utility depends upon the degree of interaction which the *Catalog* has with Ohio school people, and which it promotes among Ohio school people. The best evidence that this potential has been realized will be the speed with which the *Catalog* is outdated. It is my fervent hope that a revision will need to be undertaken almost at once.

Egon G. Guba
Assistant Director
School of Education
The Ohio State University

ACKNOWLEDGMENT

Many people and several organizations contributed to the success of the project that has resulted in the production of this report. Hundreds of teachers and administrators in Ohio's public schools took the time to complete and return the detailed questionnaires they received. The Ohio Association of School Administrators, Ohio Education Association, Ohio School Boards Association, State of Ohio Department of Education, and The Ohio State University contributed support in both men and money.

Major acknowledgment, however, goes to Egon G. Guba. The idea for conducting the study was his, and it was primarily at his suggestion that the sponsoring organizations supported the survey. He assisted in designing the study and provided the services of his office for printing and mailing the questionnaires and for editing the materials in this book.

The Survey Committee members who helped conduct the project also deserve acknowledgment for their efforts. Gerald R. Norman's comprehensive knowledge of Ohio public schools and his diligent efforts in all phases of the study provided invaluable help—I am especially grateful for the times he acted as project director when I had to be absent. Roy Larmee provided much counsel and practical help throughout the project. His knowledge of educational innovations, especially the various modern curricula, was of great utility in evaluating and classifying the returned questionnaires. He also persuaded a number of graduate students to assist in processing and rating the returned questionnaires. Robert Baker was very helpful in designing the questionnaires and evaluating the questionnaire returns. His background in journalism was very helpful in designing the format for the *Catalog* and for the program descriptions which appear in Chapter 4 of this book. John Marrah, who replaced Leonard Nachman, brought himself up to date in the work of the project, and proceeded to serve many useful functions. While Mr. Nachman served on the committee he assisted materially in designing the questionnaires. Richard Kelley spent many hours in reading and screening the returned questionnaires—both he and Mr. Nachman left the committee because of new positions which took them from the city. Every one of the men acknowledged above cooperated fully and wholeheartedly and in a fine professional spirit. I wish to express my sincere personal appreciation of their very generous cooperation on the committee.

My special thanks go to the graduate assistants and clerical persons who worked diligently in preparing and processing project materials. Polly Kipp assisted the project during the questionnaire development and administration phases; her systematic monitoring and follow-up of the questionnaire administration were largely responsible for obtaining returns from 74 per cent of the school districts surveyed. Carol Spence worked efficiently and effectively in organizing the volume of returned questionnaires and in coordinating the data processing activities. Michael Hock brought his many talents to bear on completing the final phases of the project; I am especially appreciative for his editorial assistance in the writing of the introductory chapter. Invaluable clerical assistance was provided by Barbara Fincher, Kathy Cope, Jeanette Zedaker, and Hazel Hardin.

Several persons from The Ohio State University volunteered to read and classify returned questionnaires and to write program descriptions—Virgil Blanke, Frank Ewing, Tom Goodman, Larry Hughes, and Robert Wynkoop were generous in their services to the project.

Although not associated with the project, M. J. Conrad, Desmond L. Cook, Walter Hack, and Herman Peters took time from their busy schedules to assist the project committee in visiting schools and observing programs which had been reported in the returned questionnaires. My thanks to each of them.

Grants were made to the project by the Ohio Association of School Administrators, the Ohio Education Association, the Grants and Leaves Committee of The Ohio State University College of Education, and the Ohio School Boards Association. Without these funds the study would not have been possible.

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INTRODUCTION

Many changes are taking place in our schools and colleges, and undoubtedly many more changes will be required and attempted in the near future. Yet, far less is known than should be about almost every aspect of educational change. There is an urgent need to understand and structure the change process so that new educational programs can be developed on sound bases, diffused rapidly and thoroughly, and implemented effectively. The Ohio Educational Innovations Survey—on which this report is based—was conducted in the belief that information about recent changes in Ohio public schools would be useful to *teachers and administrators* for identifying, studying, and adopting new programs; to *educational researchers* for analyzing the content and process of current change in Ohio public schools; and to *educational leaders* for organizing education to facilitate the change process.

The Need for Educational Change

Because of the pressing requirements of national defense, the growing mobility of society, and the increasing automation of the economy, education must meet and keep pace with the times now more than ever before. New problems are created almost daily for education to solve, as change upon change sweeps the social, political, economic, technological, and religious sectors of our country. Educators must be prepared to respond unremittingly to these pressures by revising current programs and by developing new programs and practices. To facilitate their work, there must be available explicit, workable provisions to allow them, in a constant and effective manner, to anticipate future problems and needs and to plan, develop, disseminate, and implement necessary innovations. Ways and means must be found to introduce newly developed innovations into the schools where they are needed, so that unnecessary duplication of developmental effort can be eliminated. Educators can no longer tolerate a policy of change characterized by waiting for crises to arise and then applying stopgap, emergency measures. Too often, hastily applied "mending tape" solutions serve to mask a situation that will simply grow more and more serious.

Fortunately, the present sense of urgency for change in education is being felt at a time when positive forces—ranging from sympathetic discussions of educational problems, to offers of assistance, to concrete programs designed to produce progress—are supporting the production of needed changes and educational progress. Within education itself there is notable evidence of discontent with the current state of affairs and of a desire to work toward producing educational change. Considering that many teachers and administrators are overworked, underpaid, and provided with inadequate resources, their current activities devoted to altering school practices and programs are quite remarkable. In conducting this study, it was quite impressive to see teachers' and administrators' readiness for change and their desire for a means capable of instituting new school programs. They are encouraged in their efforts by many agencies outside of education which are allocating huge sums of money for educational research and development. The most notable example is the Federal government, which has been active through the Cooperative Research Program of the U.S. Office of Education, the National Science Foundation, the National Defense Education Act, and the Manpower Development and Training Act. There are strong indications that the Federal government's efforts to improve education will increase greatly within the next few years. As this report goes to press, President Lyndon B. Johnson has just signed into law the Elementary and Secondary Education Act of 1965, the Higher Education Act of 1965, the Manpower Development and Training Act Amendment of 1965, and the National Humanities and Arts Foundation—all promise to direct massive resources against the problems of education. Many private foundations, e.g., Ford, Carnegie, and Rockefeller, also provide large amounts of money for educational research and development.

Severe pressures for change and the many resources seeking to reduce them have resulted in a climate that has already stimulated the production of many significant new educational programs. Modern technology has been harnessed to education through the use of computers, television, teaching machines, and mechanized reading laboratories. Our ideas about the basic process of learning are changing and extensive efforts are being made to take new evidence into consideration in the curricula and in teaching, with greater emphasis on stimulating students toward self-motivation. The conventional pattern of education is yielding to more flexible and functional arrangements through the use of team teaching, ungraded primary education, and honors programs. On the surface, it would appear that education has already made a massive response to the many pressures for change. Many writers have recently hailed the beginning of an educational revolution and the ending of an era of slow evolutionary change.

Before the existence of an educational revolution can be verified, however, the current changes sweeping our elementary and secondary schools must receive a comprehensive look. Are these changes amounting to sound progress? Is the theory-practice gap closing? Is this truly a course of continuous, anticipated change and progress? Is the change process understood and able to be controlled? According to Gross and Murphy in *The Revolution in the Schools* (1964), American education has a long way to go before it will be involved in thoroughgoing revolution, innovation, and change. Miles in *Innovation in Education* (1964) stated that we have inadequate information about almost every aspect of innovation in education. He was concerned that almost all available resources are going into the development of innovations themselves, leaving only a fraction of the resources for use in examining, planning, and executing the change processes. Such statements indicate that the current turmoil in education needs considerable study before the production and utilization of educational innovations can be accomplished within a sound and workable program for continuous, educational progress.

Before change can be directed effectively, the characteristics and interrelationships of innovations, innovators, schools, and other agencies affecting development and diffusion of new educational programs must be identified and understood. The educational system must be restructured to meet the requirements for producing planned change. Educators must know what to change, what *not* to change, how to change, and when to change. A basic understanding of the change process is crucial for the future of education.

The Need for Statewide Studies

Before hypotheses bearing on the production of change in education can be developed and tested, it will be necessary to make a thorough analysis of the content and process of change as it presently exists in schools and colleges throughout the United States. Statewide studies of the status of educational change can provide much of the necessary information for the establishment of a comprehensive experimental research program. It will be important to:

1. Identify and analyze recent changes in schools and colleges.
2. Identify the origin of the changes.
3. Stratify schools according to the types, amounts, and rates of change they produce.
4. Compare the strata according to various school and community characteristics.
5. Determine time lags between the availability of new programs and their dissemination into various types of schools.
6. Identify perceptions of school people concerning what promotes or deters needed changes.
7. Stratify school personnel according to whether they are developers of innovations; are early, average, or late adopters of new programs; or are obstructionists.
8. Determine what sources of information school personnel use to learn about innovations.
9. Determine what impact colleges, state education departments, other education agencies, and noneducation agencies have on effecting change in the schools.

It will obviously be necessary to conduct many studies before adequate data about existing educational change can be amassed and organized.

The literature is nearly void of research-based information about educational change. The notable exception is Henry M. Brickell's study of change in the public and private elementary and secondary schools of New York state. He utilized a questionnaire approach to survey schools throughout the state in order to identify and analyze instructional changes. He published his findings in two books, *Organizing New York State for Educational Change* (1961), and *Commissioner's 1961 Catalog of Educational Change*.

Brickell's study has been very important for education because it demonstrates that surveys of recent educational changes can provide important information about the content and process of change in education. Many more statewide studies of educational changes are needed to provide a cross-validation check on Brickell's findings and to provide information about areas not covered in Brickell's work.

Ohio provides an excellent framework for the study of educational change. Its history of leadership in educational research and development, its large population (sixth largest among the states), and its vast and expanding manufacturing, mining, and farming industries provide most, if not all, of the factors to be considered in an analysis of educational change. Because of Ohio's social and economic heterogeneity, carefully produced and delineated findings about change in Ohio schools should have heuristic value and practical application for other states.

Background for the Ohio Survey

The Ohio Educational Innovations Survey was initiated in response to the many pressing needs for understanding and improving the process of change in Ohio schools. This report is just the first step in a combined effort by several agencies in Ohio to organize the state for a calculated and coordinated program of educational progress. The cooperating agencies, which jointly funded and conducted the Survey on which this book is based, are The Ohio State University, the State of Ohio Department of Education, Ohio School Boards Association, Ohio Education Association, and the Ohio Association of School Administrators. The major objective of this cooperative venture is to develop a valid strategy for producing educational change and to mobilize the elements of the strategy into a functional structure which will effect and facilitate continuing educational innovation.

The first step in the research program has been to amass and structure a foundation of information about the content and process of changes that have recently occurred in Ohio public elementary and secondary schools. It was felt that such a pool of information could be useful to both educational researchers and to elementary and secondary school staff members.

This initial report of findings from the Survey contains descriptions and cataloged listings of new educational programs in Ohio. A second report will contain analyses of the types, origins, funding, location, effectiveness, etc., of the changes which are contained in this first report.

Procedures in Conducting the Survey

In conducting the project, the Survey team sent questionnaires to educators in all public school districts in Ohio, analyzed the returned questionnaires and visited several of the schools reporting new programs. The Survey Committee sought information covering the total range of school functions. To facilitate investigation, analysis, and organization of the results, the committee defined seven areas it believed make up the total school program. These are: (1) Instruction; (2) Administration, Organization, Business, and Finance; (3) Pupil Personnel Services; (4) Physical Plant; (5) Staff; (6) School-Community Relations; and (7) Research. Questionnaires of two basic types were constructed for each of these seven areas—the type I questionnaire served to identify new programs and the type II questionnaire served to obtain detailed information about the new programs and the schools and communities fostering them. In developing the two types of questionnaires, tryout forms were constructed and given to educators in all public school districts in Franklin County. On the basis of results from the tryout, both questionnaires were revised and refined. The final questionnaires were then sent to educators throughout Ohio. The returned information was carefully evaluated and classified so that the results could be analyzed at different levels of various qualitative characteristics.

The type I questionnaire was administered in February 1964 to all Ohio superintendents and executive heads. They were asked to provide titles and capsule descriptions of *all* of the programs started in their districts since approximately 1958, and to identify the individuals in charge of the new programs. This questionnaire and its accompanying letter of explanation specified that the Survey Committee was seeking information about programs or practices in all areas of education which were new to the schools where these programs were operating, although not necessarily new to education. Three or more judges with professional education experience screened the information from the superintendents according to evaluative criteria developed by the Survey Committee to determine those programs meriting follow-up study. Each judge read the returned type I questionnaire, and assigned each reported change with one of the following ratings:

"1"—clearly outstanding and, in some aspects, new to education in Ohio.

"2"—of high quality, maybe innovative.

"3"—new national program.

"4"—not innovative, but worthy of follow-up investigation.

"5"—not enough information to decide the merits of the program.

"6"—clearly not worthy of further study (these were programs such as "painted twenty classrooms," "passed a bond issue," or "employed an additional custodian").

All programs that received a majority of ratings higher than "6" were selected for further study through administration of the type II questionnaire.

The type II questionnaire was sent out in April and May 1964 to the individuals named by their superintendents as most knowledgeable about the programs selected for follow-up study. Part 1 of the questionnaire was a checklist designed to yield data for analysis of the new programs on such matters as reasons for deciding to change, sources of ideas for selecting or developing new programs, funding, content emphasis, participating personnel, students served, organizational changes required for installing the new program, and use of new equipment. Part 2 of the type II questionnaire included open-end questions requesting enumerations of the problem that caused the school to institute the new program, the broad objectives and operational characteristics of the program, the method and results of evaluation, and the staff members needed for operating the program. This section also asked for identification of factors considered fundamentally important either in deterring or facilitating educational change in Ohio.

During the Spring and Summer of 1964, the type II questionnaires were thoroughly evaluated. On the basis of the evaluation, each program was assigned one of the following ratings:

"1"—meets the evaluation criteria most fully (restricted to the approximately thirty top programs).

"2"—judged worthy of summary description in this *Catalog* (approximately 170 programs).

"3"—judged worthy of inclusion in the cataloged listing of program titles, Chapter 3, in addition to those rated "1" or "2."

"4"—judged to be out of place in a catalog of educational change because of lack of information, out-of-date, etc.

(The first of these classifications is pertinent to the analysis and discussion of significant educational changes in Ohio public schools which will appear in a second report, which was mentioned earlier. It will include the results of statistical analyses of the questionnaire data that have been designed to indicate which regions of Ohio show the highest rates of educational change, what grade levels and substantive areas are undergoing the most change, the prevalent sources of outside support for development of new programs, etc.) Programs classified "1," "2," or "3" provide the basis for the listing of program titles in this report; programs classified as "1" or "2" are included in the section of program descriptions.

The criteria used in ranking the programs were: uniqueness of conceptualization and/or implementation; clarity of objectives; care in planning; evidence of evaluation; relevance to current and critical problems in education; and applicability to other school situations. Each rater was requested to consider the above criteria before assigning an overall rank of "1," "2," "3," or "4" to a program.

Initially, a rough screening separated the programs belonging in category "4" (those programs judged inappropriate for this study). The programs in this category were to be excluded from statistical analysis and from inclusion in either of the two reports. Programs were usually assigned to category "4" because the respondent either had not filled in the requested information or had not supplied sufficient data for analysis or description of the program. However, programs were also rated "4" if the respondent, although completing a questionnaire, requested that his program not be published or included in the data analysis; if the program was started earlier than five years ago; or if the questionnaire data clearly indicated that the program had failed, etc. The purpose of this first rough screening was to reduce immediately the number of returns to that group which would require the attention of *all* members of the Survey Committee. Approximately 1,000 questionnaires, averaging nine pages each, were read and rated.

The questionnaires which survived the initial screening were read and rated by at least three members of the Survey Committee in order to sort the programs among categories "1," "2," and "3." The judges, however, were still allowed to assign a rating of "4," if they deemed such a rating appropriate. The programs were classified according to the modal or median rating assigned by the judges. All programs receiving a final modal or median rating of "1," "2," or "3" have been listed beginning on page nine. Descriptions beginning on page forty-seven are for all programs receiving a modal or median rating of "1" or "2"; these descriptions were written, using the information appearing in part 2 of the type II questionnaire.

The Survey Committee readily acknowledges that the use of questionnaires in research admits a large source of error. The listings and descriptions of new programs in this report are not a complete representation of educational change in Ohio public schools. However, this report represents the questionnaire responses we received. Because the majority were not seen in actual operation, the quality of the programs cannot be reported with certainty. Limited resources and time necessitated evaluating programs on the basis of the information provided in the returned questionnaires. While some persons may have written with creativity and exaggeration, others may have *undersold* their programs. The Survey Committee, therefore, made every effort to reduce possible sources of bias. At least two expert judges assisted in initially screening the returned type II questionnaire. Those type II questionnaires which survived initial screenings were read and rated several times by groups of at least three expert judges. Further, most of the descriptions which appear in this book were reviewed by the school persons responsible for the programs before the descriptions were considered acceptable for publication. Many fine new programs in Ohio public schools may not be represented in the following pages—either the existence of such programs was not known, or the information provided was too scanty to allow a proper evaluation of them.

Uses for This Survey Report

The stated purpose of this report is to catalog educational change, but the hidden hope is that it may serve to foster increased conversation about innovation. To do this, many people must not only read, but *use* this volume and the works that will follow. To this end, it is hoped these suggested uses will suggest still more.

For the administrator or policymaker, this report can serve as a handbook to people with similar interests and schools with similar problems. It may make an administrator's decisions more certain by allowing him to see, in action, alternative approaches to a particular goal or problem—often within similar economic and political systems.

For the principal, this *Catalog* can serve to establish communication among persons working on similar programs. It will indicate programs nearby which may serve to validate his decision to adopt a particular method. Using the *Catalog* the principal will be less dependent on trial and error in developing his program because he can locate similar programs already in operation—programs at varying stages of completion can illustrate the pitfalls and barriers of a chosen solution, and make evaluation of the end product considerably easier.

For the teacher, this *Catalog* can dramatize the importance of the innovator in the classroom. New methods which appeal to the teacher may be found in operation throughout the state in varying forms, allowing the teacher to see what mixture of conventional and new approaches may be best for his situation. Many ideas embodied in this report are best tried in a single class, before adoption throughout a system is urged; at this level, the classroom teacher requires all the facts that can be placed at his disposal. The teacher, too, will find this report a helpful guide to other teachers with similar problems or interests in Ohio.

For the educational researcher, this report can help to diagnose the present conditions of educational change in Ohio and suggest hypotheses to be tested concerning the relationships among the innovators, the factors affecting educational change, and the overall process of educational change.

The various uses listed here are superficial at best. It is not the known, but the unknown uses, which will herald a new attitude to match society's change. It is hoped that, by means such as this report, the content and process of change can begin to be known and controlled so that today's educators can better meet the challenges of tomorrow.

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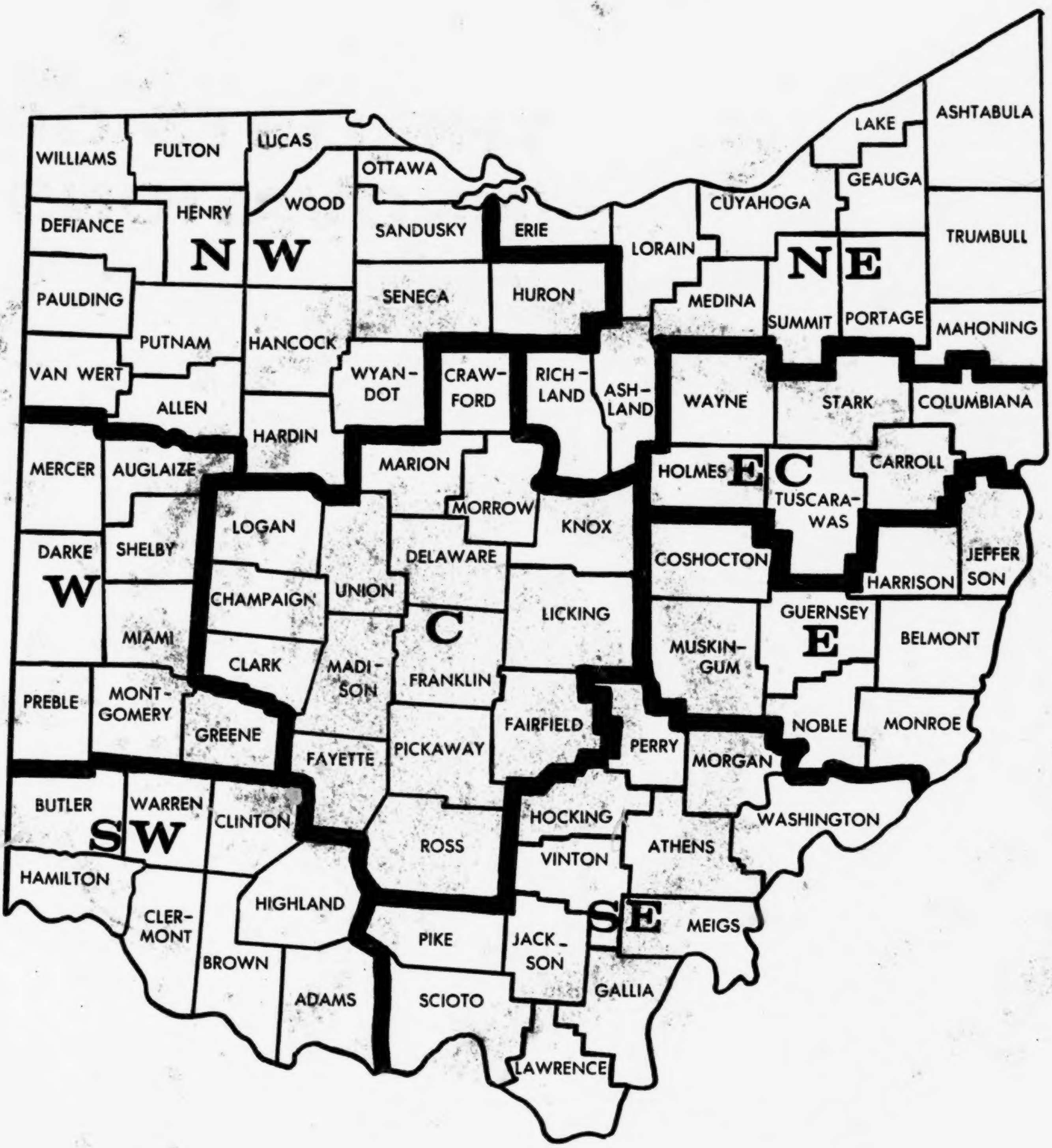
THE LISTS OF INNOVATIONS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ADAMS
SCIOTO
GALLIA
LAWRENCE

This section contains the *list* of innovations. Programs are arranged first by one of seven areas of the public school program: Instruction; Administration, Organization, Business, and Finance; Pupil Personnel Services; Physical Plant; Staff; School-Community Relations; and Research.

Within each area, counties are listed alphabetically. Within counties, school systems are arranged by city, village, and local districts. School systems and individual schools follow in alphabetical order, with the titles of the innovations last. Page numbers accompanying some of the program titles indicate the page on which descriptions of these programs appear.

Following the county name in the list is an abbreviation (N, NE, S, etc.) corresponding to the OEA region of Ohio in which the program is located. A map of Ohio showing the counties covered is on the facing page.

Instruction

ALLEN (NW)

Local

Landeck District
Route 1
Delphos, Ohio 45833
MPATI, Elementary Grades

ASHLAND (NE)

City

Ashland District
416 Arthur Street
Ashland, Ohio 44805
Development and Remedial Reading, Grades 7–12
Accelerated Program for College Bound Students, Grades 7–10
Special Classes for Slow Learners, Grades 4–12

ASHTABULA (NE)

City

Geneva Area District
819 Sherman Street
Geneva, Ohio 44041
English Honors Program, Grade 12 p. 61

Jefferson Area District
108 East Jefferson
Jefferson, Ohio 44047
Enrichment Program—Spanish and Typing, Grades 7 and 8
Nongraded Primary
Carpeting Old Classrooms, Grade 2

Pymatuning Valley District
West Main Street
Andover, Ohio 44003
Utilizing Grouping Ability in the Reading Program. Grades 4–8 p. 61

Local

Buckeye District
2428 Blake Road
Ashtabula, Ohio 44004
Team Teaching: Vocational Horticulture and Agriculture, Grade 10
Block-of-Time Instruction in Business, Grade 12
Senior Health Instruction in Large and Small Groups

Buckeye District
3436 Edgewood Drive
Ashtabula, Ohio 44004
Curriculum Study in Art, Music, and Physical Education, Grades K–12

Jefferson Area District
South Poplar Street
Jefferson, Ohio 44047
Team Teaching in Most Areas of the High School Curriculum

ATHENS (SE)

City

Athens District
Putnam Drive
Athens, Ohio 45701
Programed Learning in *English 2600* and *3200* with Special Reading Program

Local

Alexander District
Waterloo School
New Marshfield, Ohio 45710
Special Education for Slow Learners and Potential Dropouts, Grades 2–12

AUGLAIZE (W)

City

Wapakoneta District
South Blackhoff Street
Wapakoneta, Ohio 45895
Slow Learner Program, Grades 4–8

Wapakoneta District
South Water Street
Wapakoneta, Ohio 45895
Remedial Reading Classes for Slow and Average Students, Grades 1–4

Local

Cridersville District
300 Main Street
Cridersville, Ohio 45806
High School Student Demonstrations in Science for Elementary Grades, Grades 2–6 and 10–12

Minster District
86 North Hanover Street
Minster, Ohio 45865
FTA Tutoring Program to Assist Slow Learners, Grades 1–6

BELMONT (E)

City

Martins Ferry District
633 Hanover Street
Martins Ferry, Ohio 43935
Cosmetology Added to Vocational Program, Grades 11 and 12 p. 78
Research Seminar—Study Group for Superior Students, Grade 8

Local

Shadyside District
2890 Lincoln Avenue
Shadyside, Ohio 43947
Programed Mathematics Using TEMAC Materials, Grades 8–11

BROWN (SW)

Local

Mt. Orab District
Route 2
Georgetown, Ohio 45154
MPATI for French and Spanish, Grades 5 and 6

BUTLER (SW)

City

Hamilton District
332 Dayton Street
Hamilton, Ohio 45011
Intramural and Extended School Recreation Program, Grades 3–12

Hamilton District
Sixth and Dayton Streets
Hamilton, Ohio 45011
Notehand, Grade 9

Hamilton District
Fair Avenue
Hamilton, Ohio 45011
Cooperative Office Education, Grade 12

Middletown District
1515 Girard Avenue
Middletown, Ohio 45042
MPATI, Grades 1–8

Local

Fairfield District
1111 Nilles Road
Fairfield, Ohio 45014
Reading Program, Grades 9 and 10

Ross District
3371 Hamilton-Cleves Road
Hamilton, Ohio 45013
Spanish and Mathematics Curriculum Modifications, Grades 9–12

Ross District
Cincinnati-Brookville Road
Okeana, Ohio 45013
ETV for English, Science, and Foreign Languages, Grades 1–7

Shiloh District
5566 Jacksonburg Road
Trenton, Ohio 45067
MPATI for English, Science, and Social Studies, Grades 2–4

Shiloh District
Seven Miles, Ohio 45062
PSSC Physics, Grade 12
SRA Reading Program, Grades 5–8

Talawanda District
Oxford, Ohio 45056
BSCS Biology, Grades 9–11

Trenton District
300 North Miami Street
Trenton, Ohio 45067
High School Special Education to Reach Potential Dropouts

CARROLL (EC)

Village

Carrollton District
Third Street, N.E.
Carrollton, Ohio 44615
English for Slow Learners, Grade 8

CHAMPAIGN (C)

City

Urbana District
500 Washington Avenue
Urbana, Ohio 43078
Study and Revision of the Chemistry Curriculum, Grades 11 and 12
PSSC Physics, Grade 12
French and Spanish, Grades 7–12
Advanced Placement English, Grades 11 and 12

CLARK (C)

Local

Northeastern District
4445 Ridgewood Road
Springfield, Ohio 45502
Parent-Teacher Conferences in Place of Grade Report

Northwestern District
5780 Troy Road
Springfield, Ohio 45502
ETV for Foreign Languages, Science, and Social Studies, Grades 3–6, and for Special Education Classes, Grade 9

CLERMONT (SW)

Local

Clermont Northeastern District
Owensville, Ohio 45160
Special Class—Slow Learners, Grades 2 and 3

West Clermont District
609 Brantner Lane
Cincinnati, Ohio 45244
Team Teaching: Total Curriculum, Grades 5 and 6 p. 52

West Clermont District
4342 Withamsville-Glen-Este Road
Cincinnati, Ohio 45245
Trades and Industrial Education to Include Automotive Training, Cosmetology, and Electronics, Grades 11 and 12

West Clermont District
P.O. Box 177
Amelia, Ohio 45102
Ungraded Primary Organization in Mathematics and Reading, Grades 1–3
Special Education Classes for Slow Learners (IQ 50–79), Grades 2–12

CLINTON (SW)

Local

New Kenton District
New Vienna, Ohio 45138
Elementary Spanish Program, Grades 4–6

COLUMBIANA (EC)

City

East Liverpool District
M.C. 20, Boring Lane
East Liverpool, Ohio 43920
Team Teaching (Dual Teaching) for Entire Curriculum, Grade 3

Local

Beaver District
Route 3
Lisbon, Ohio 44432
Team Teaching: English, Mathematics, and Phonics, Grades 1 and 2
Continuous Progress with the Ungraded System

CRAWFORD (C)

City

Bucyrus District
245 Woodland Avenue
Bucyrus, Ohio 44820
Distributive Education

Bucyrus District
630 Jump Street
Bucyrus, Ohio 44820
Educational Television

Local

Colonel Crawford District
North Robinson, Ohio 44856
Swimming Program

CUYAHOGA (NE)

City

Bay Village District
29230 Wolf Road
Bay Village, Ohio 44140
Team Teaching of Citizenship in Social Studies, Grade 9 p. 62
"Je Parle Français"—An Audiovisual Lingual Approach to the Study of French, Grades 7–10
PSSC Physics, Grade 12

Bedford District
475 Northfield Road
Bedford, Ohio 44014
Team Teaching: English Literature for College Bound Students, Grade 12

Bedford District
475 Northfield Road
Bedford, Ohio 44014
Modern Science—The Study of Advanced Biology and Laboratory Research Techniques for Superior Students, Grade 12
MPATI
Curriculum Study Group for Newer Media and Procedures p. 62
Sharing Information and Experiences on Curriculum Innovations p. 62

Brecksville District
8611 Wiese Road
Brecksville, Ohio 44141
Nongraded Primary Program, Grade 1

Brecksville District
6376 Mill Road
Brecksville, Ohio 44141
Team Teaching: Social Studies, Grades 10–12

Brecksville District
1551 East Wallings Road
Brecksville, Ohio 44141
MPATI

Brooklyn District
9200 Biddulph Road
Brooklyn, Ohio 44109
Team Teaching, Grades 9, 11, and 12
Greater Cleveland Social Science: A Course Designed to Develop Awareness of Community Characteristics and Citizenship, Grades K–3
SMSG Mathematics, Grades 7–12

Cleveland District
1380 East Sixth Street
Cleveland, Ohio 44114
A Saturday Morning Class to Give Occupational Skills p. 63
English Skills Program for Below-Average Students, Grades 10–12 p. 65
Basic Mechanics, Electricity, and Appliance Repair, Grades 7–12 p. 65
Accelerated Mathematics for the Academically Talented, Grades 7–12 p. 66
Advanced Placement in History, Grade 12
Honors—Advanced Placement in English, Grades 10–12 p. 66
Citywide Transition to Comprehensive High Schools, Grades 10–12 p. 63
Saturday Morning Workshop for the Science Talented, Grades 8–12 p. 67
A Coordinated Advanced Placement Program in High School History
Vocational Horticulture, Grades 10–12 p. 64
Introduction to Medical Technology, Grade 12 p. 67

Cleveland District
2064 Stearns Road
Cleveland, Ohio 44106
Work-Study Program for School Dropouts, Grades 9–12 p. 64

Cleveland District
Rockefeller Building
614 Superior Avenue
Cleveland, Ohio 44113
Greater Cleveland Mathematics and Social Science Programs

Fairview Park District
4507 West 213th Street
Fairview Park, Ohio 44126
PSSC Physics, Grade 12
Greater Cleveland Mathematics Program

Garfield Heights District
4900 Turney Road
Garfield Heights, Ohio 44125
Advanced Placement English, Grades 7–12
Advanced Placement Biology, Grades 7–12
Homogeneous Grouping in English, Grades 10–12
Homogeneous Grouping for All Students, Grades 7–9

Lakewood District
1470 Warren Road
Lakewood, Ohio 44107
Back-to-Back Mathematics and Physics, Grades 11 and 12 p. 68
Advanced Placement Program in English, American History, and European History, Grades 11 and 12
Power Mechanics, Grades 10–12
General Music for Nonperformers, Grades 10–12

Mayfield District
6116 Wilson Mills Road
Cleveland, Ohio 44124
Team Teaching: English, Grades 10–12
Paperback Book Stores in Secondary Schools

Mayfield District
1123 SOM Center Road
Cleveland, Ohio 44124
Special Education (Work-Study Program) for Slow Learners, Grades 1–12

North Olmsted District
30395 Lorain Road
North Olmsted, Ohio 44070
Team Teaching: Total Curriculum, Grade 2

North Olmsted District
24724 Lorain Road
North Olmsted, Ohio 44070
Listening Stations—Electronic Reading, Grade 1

North Olmsted District
24101 Maple Ridge Road
North Olmsted, Ohio 44070
Initial Teaching Alphabet, Kindergarten

Parma District
6726 Ridge Road
Parma, Ohio 44129
Understanding and Appreciating the Arts, Grades 11 and 12 p. 68

Extensive Foreign Language Program, Grades 4–12

Parma District
9999 Independence Boulevard
Parma, Ohio 44130
Advanced Science Topics for Superior Students, Grade 12 p. 68

Parma District
5541 West 24th Street
Parma, Ohio 44134
MPATI Elementary Spanish I, II, and III, Grades 4–6

Rocky River District
3111 Wooster Road
Rocky River, Ohio 44116
Continuous Progress Ungraded Primary Pilot Study, Grades K–3
Interdistrict Program for Slow Learners, Ages 7–16
Reorganization of Junior High Curriculum and Teaching Methods, Grades 7 and 8
GCMP Mathematics, Grades K–5
FLES Foreign Language, Grades 5 and 6
Science Consultant for the Elementary Level, Grades 1–6

Rocky River District
20951 Detroit Road
Rocky River, Ohio 44116
Reading Improvement Laboratory, Grades 9–12
Team Teaching: Quantitative Science, Grade 9
English and Mathematics Honors Program and Advanced Placement, Grades 9–12
Modified PSSC Physics, Grade 12

Rocky River District
21600 Center Ridge Road
Rocky River, Ohio 44116
MPATI, Grades K–6

Shaker Heights District
15600 Parkland Drive
Shaker Heights, Ohio 44120
Work-Study Skills to Encourage Independent Usage of Teaching Media, Grades 4–6

Shaker Heights District
15911 Aldersyde Drive
Shaker Heights, Ohio 44120
PSSC Physics, Grade 12
Chemistry Study, Grades 10–12

Team Teaching: American Problems, Grade 12

Strongsville District
13200 Pearl Road
Strongsville, Ohio 44136
Publication of Information Pamphlet for "Kindergarten Parents"

Westlake District
27830 Hilliard Road
Westlake, Ohio 44091
English Honors Program, Grades 10–12 p. 69
Team Teaching: College Preparatory English, Grade 12

Westlake District
2282 Dover Road
Westlake, Ohio 44091
Greater Cleveland Mathematics Program, Grades K–6
MPATI, Grades 3–6
SMSG Mathematics, Grades 7 and 8
BSCS Biology, Grade 10

Village

Chagrin Falls District
400 East Washington Street
Chagrin Falls, Ohio 44022
Science Seminar and Advanced Social Studies Program, Grade 12

Chagrin Falls District
77 East Washington Street
Chagrin Falls, Ohio 44022
Team Teaching: English and Language Arts, Grades 7–12 p. 70
Modular Scheduling, Grades 7 and 8
Team Teaching: Primary, Grade 2 p. 69
Ungraded Primary

Local

Beachwood District
25501 Bryden Road
Beachwood, Ohio 44122
Individualized Approach to Teaching, Grades K–6 p. 70

Beachwood District
24602 Fairmount Boulevard
Cleveland, Ohio 44124
SMSG Mathematics, Grades 4–6

Beachwood District
25100 Fairmount Boulevard
Beachwood, Ohio 44124

Learning Materials Center
PSSC Physics, Grades 11 and 12

Olmsted Falls District
7105 Fitch Road
Olmsted Falls, Ohio 44138
Greater Cleveland Mathematics Program, Grades K–6

Olmsted Falls District
26350 Bagley Road
Olmsted Falls, Ohio 44138
Team Teaching, Grade 5

Orange District
32000 Chagrin Boulevard
Cleveland, Ohio 44124
Special Education for Slow Learners, Grades 7–9
Reading, Grades 9–12
Developmental Reading, Grades 7 and 8

Solon District
33600 Inwood Drive
Solon, Ohio 44139
Special Education for Mentally and Physically Handicapped Students, Grades 10–12
Team Teaching: English and American Literature, Grades 11 and 12
Remedial and Developmental Reading, Grades 4–12

DARKE (W)

Village

Versailles District
Box 11, South Center Street
Versailles, Ohio 45380
Block of Time and Team Teaching for the Total Curriculum, Grades 7 and 8

Local

New Madison District
New Madison, Ohio 45346
PSSC Physics, Grade 12
Physical Fitness Program, Grades 1–12

DEFIANCE (NW)

City

Defiance District
629 Arabella Street
Defiance, Ohio 43512
BSCS Biology, Grade 10
Advanced Algebra Program in Modern Mathematics, Grade 9

Advanced Placement Program in English Language Arts and Mathematics, Grade 12
Special Education for Slow Learners at the Intermediate, Junior High, and Senior High School Levels
Levels of Learning Program Through Ability Grouping, Grades K–6
Reading Course to Improve Speed and Comprehension, Grades 9–12
Special Reading for Underachievers and Booster Reading for College Bound Pupils, Grades 3–6
Modern Mathematics Program, Grades 1–6

Local

Ayersville District
Route 6
Defiance, Ohio 43512
Developmental Reading Program, Grades 7–9
Modified Joplin Reading Program, Grades 4–6

ERIE (NE)

Local

Margaretta District
209 Lowell Street
Castalia, Ohio 44824
Basic English Program to Develop Reading Skills of Potential School Dropouts, Grades 9–11
Departmental Instruction, Team Teaching: English, Mathematics, and Science, Grade 5
TEMAC Algebra II, Grade 11
TV Conversational Spanish Coordinated with Social Studies, Grades 4 and 5
Kelleys Island Camping Experience, Grades 6 and 7

Perkins District
3714 South Campbell Street
Sandusky, Ohio 44871
BSCS Biology, Grades 11 and 12
Reading Program Through Achievement Grouping, Grades 3–5

Vermilion District
1245 Aldrich Road
Vermilion, Ohio 44089
Speed Reading Program in a Variety of Grades and Summer School
Team Teaching: Science for Conservation Unit, Grade 5

FAIRFIELD (C)

City

Lancaster District
315 East Mulberry Street
Lancaster, Ohio 43130
Cursive Writing Experience, Grade 1
Summer Kindergarten Program
Post High School Retraining MDTA Programs in Drafting and Clerk-Stenographer Areas
Joint City-County Workshop to Share Educational Ideas and Resources

Lancaster District
710 North Broad Street
Lancaster, Ohio 43130
Underachievers' Class for Total Curriculum, Grade 5

Local

Fairfield Union District
Route 5
Lancaster, Ohio 43130
Modern Mathematics Program, Grades 5–12

Liberty Union-Thurston District
600 Washington Street
Baltimore, Ohio 43105
Developmental Reading, Grades 7 and 8
Teaching Machine (Auto Tutor, Mark V) Used for Elementary Algebra and Elementary Electronics, Grades 9 and 10

Walnut District
Millersport, Ohio 43046
Audiovisual In-Service Training, Grades 7–12

FRANKLIN (C)

City

Bexley District
250 South Cassingham
Columbus, Ohio 43209
Individualized Reading, Grade 2
Elementary Foreign Language Program via TV
High School Honors Program in Science and Mathematics

Bexley District
2555 East Main Street
Columbus, Ohio 43209
Modern Mathematics, Grades 1–6

Columbus District
1939 Stratford Way
Columbus, Ohio 43219
Primary Progression Plan—Continuous Progress Without a Break in the Child's Growth Pattern

Columbus District
75 South Washington Avenue
Columbus, Ohio 43215
Commercial Art, Grades 10–12 p. 57

Columbus District
5535 Sandlewood Boulevard (Forest Park)
6286 Ambleside Drive (Devonshire)
Columbus, Ohio 43224
A Study of Spelling Test Scores Involving Programed Learning, Grade 6 p. 58

Columbus District
270 East State Street
Columbus, Ohio 43215
Secondary Social Studies Program: Americanism Versus Communism, Grade 12 p. 59
Student Assistants for Nonteaching Chores, Grades 1–3 p. 55
Community Study Trips, Grades 3 and 4 p. 55
Literature Enrichment, Grades K–6 p. 56
Electricity and Electronics Study, Grades 10–12 p. 58
Continuous Foreign Language Study, Grades 5–12 p. 56
"Columbus, the Buckeye Capital," History, Grade 4 p. 56
Introducing Conservation Concepts Through Outdoor Education, Grade 5 p. 57
Superintendent Responds to Telephoned Community Questions via TV
Three-Year Experiment in Handwriting Readiness at the Primary Level
Individualized Reading Program, Grades 1–6
The 5-1 Unit Experimental Program in Compensatory Education (All Areas of Curriculum), Grades 1 and 2
Consumer Economics, Grades 11 and 12
Health-Science Program Developed Around Community Needs, Using Community Resources, Grade 8
Homework Assignment Notebooks, All Grade Levels
Updating and Standardizing Office Equipment and Machines Used in Business Education, Grade 12
Program to Encourage Wider Community Use of School Buildings
Improving Student and Staff Morale Through School Site Beautification

New Warehouse Facilities to Provide for More Efficient Supply of Educational Materials
Descriptive Diplomas Reflecting Student Programs and Achievement, Grade 12
Introduction of New Course in Social Studies and Geography, Grade 9
Substitute Information Blank—Used to Inform Teacher of Work Accomplished During His Absence by Substitute, All Grade Levels
Research Techniques of Vocabulary Building—In Cooperation with The Ohio State University, Grades 6 and 8
SRA Greater Cleveland Mathematics Program, Grades K–3
SMSG Mathematics, Grade 4
Modern Mathematics in a New Mathematics Sequence, Grades 7–12
Revised Science Program: PSSC Physics, CHEM Chemistry, and BSCS Biology, Grades 10–12

Grandview Heights District
1587 West Third Avenue
Columbus, Ohio 43212
A Comprehensive Teachers' Guide for Student Evaluation p. 59

Westerville District
303 South Otterbein Avenue
Westerville, Ohio 43224
Course in Economic Understanding Developed in Cooperation with Ohio University, Grade 9
Unified Advanced Mathematics Course, Grade 12

Whitehall District
675 South Yearling Road
Columbus, Ohio 43213
TEMAC Programed Mathematics, Grades 8–12

Village

Worthington District
6500 Northland Road
Worthington, Ohio 43085
Team Teaching Pilot Project for Elementary School, Grades 5 and 6 p. 60

Worthington District
50 East Granville Road
Worthington, Ohio 43085
Special Program Development for Slow Learners, Grades 11 and 12
MPATI Program in Five Subject Matter Areas, Grades 1–6

Program for Academically Talented, Grades K–12
Library and Instructional Materials Center in Elementary Schools
CBA Chemistry for Superior Students, Grade 11

Local

Mifflin District
2355 Middlehurst Drive
Columbus, Ohio 43219
Special Education Program for Slow Learners, Grades 3–8

Reynoldsburg District
6699 East Livingston Avenue
Reynoldsburg, Ohio 43068
"Parlons Français," TV French Program, Grades 4–6
Distributive Education, Grade 12 p. 60

Scioto-Darby District
Scioto-Darby Creek Road
Hilliard, Ohio 43026
Special Program Development for Slow Learners, Grades 3–12
Social Studies Seminar for Academically Talented Junior High School Students, Grades 7 and 8
Flexible Ability Grouping in Elementary and Junior High School, Grades 1–9
Science and Mathematics Seminar Utilizing Outside Resource Persons, Grades 10–12
PSSC Physics, Grade 12

FULTON (NW)

Village

Wauseon District
Burr Road
Wauseon, Ohio 43567
Special Reading Program for Pupils with Reading Problems, Grades 3–8

Wauseon District
Parkview and Glenwood
Wauseon, Ohio 43567
Special Education Program for Slow Learners (IQ 50–79), All Grade Levels

Local

Fulton-Lyons-Metamora District
Route 2, Box 295
Swanton, Ohio 43533
Six-Week Kindergarten Program to Prepare Pupils for First Grade

Fulton-Lyons-Metamora District
P. O. Box 247
Lyons, Ohio 43540
Classes for Children of Migrant Workers, Grades 1–6 p. 47

Pettisville District
Pettisville, Ohio 43553
Special Reading Program, Grades 7–9

Swanton District
206 Cherry Street
Swanton, Ohio 43558
SMSG Mathematics, Grade 6

GEAUGA (NE)

Local

West Geauga District
13401 Chillicothe Road
Chesterland, Ohio 44026
Reading Laboratory, Grades 8–12 p. 70
Chemistry Study, Grades 10 and 11

GREENE (W)

City

Fairborn District
306 East Whittier Avenue
Fairborn, Ohio 45324
BSCS Biology, PSSC Physics, Grades 10–12

Xenia District
600 Buckskin Trail
Xenia, Ohio 45385
Programed English Instruction, Grade 9

Village

Yellow Springs District
East Enon Road
Yellow Springs, Ohio 45387
SMSG Mathematics, Grades 9 and 10
PSSC Physics, Grade 12
BSCS Biology, Grades 9 and 10
Team Teaching: American Government, Grade 12
Volunteer Lay Theme Readers Program, Grades 11 and 12

Local

Beavercreek District
2940 Dayton-Xenia Pike
Xenia, Ohio 45385

Block-of-Time Scheduling, Grades 7 and 8
Special Teaching Areas to Meet Unique Pupil Needs

Cedar Cliff District
North Main Street
Cedarville, Ohio 45314
Joint Diversified Cooperative Teaching Program, Grade 12

HAMILTON (SW)

City

Cincinnati District
3250 Victory Parkway
Cincinnati, Ohio 45207
"Project 90," a Team Teaching Program, Grade 8 p. 53

Cincinnati District
608 East McMillan Street
Cincinnati, Ohio 45206
Summer Enrichment for Academically Able Pupils, Grades 10–12 p. 53
Advanced Placement Program in Basic Curriculum Subjects, Grades 9–12 p. 52
Basic Mathematics II, Grades 10–12
Science for Below-Average Pupils, Grades 10 and 11 p. 52
PSSC Physics, Grade 11
BSCS Biology, Grade 9
SRA Reading Laboratory, Grades 4–6
Minnemast Arithmetic: A New Approach to Mathematics, Grades K and 1
Flexible Scheduling Provides Two and One-Half Periods for English, Grades 7 and 8
Direct Instruction by TV, Grades K–6
Talent Development—A Pilot Program, Grades K–3

Deer Park District
8351 Plainfield Road
Cincinnati, Ohio 45236
Typing, Grade 7
Mathematics, Science, and Foreign Language Program for Academically Talented Students, Grades 8–12

Deer Park District
8688 Donna Lane
Cincinnati, Ohio 45236
Nongraded Primary Program, Grades 1–3 p. 54

Mt. Healthy District
1411 Compton Road
Cincinnati, Ohio 45231
Remedial Reading, Grades 2–8

Princeton District
11080 Chester Road
Cincinnati, Ohio 45246
An Electronic Classroom for Teaching Modern Foreign Languages, Grades 7–12
Regional Studies Designed to Achieve Balance Between World History and Geography
Princeton Reading Program Method to Encourage Summer Reading at Secondary Level
Writing Program, Grades 7–12 p. 54

Wyoming District
17 Wyoming Avenue
Cincinnati, Ohio 45215
SMSG Mathematics, Grades 7–12
PSSC Physics, Grade 11
English Conference, Emphasis Placed on Writing, Grades 10–12
Advanced Biology for Students Not Electing Chemistry or Physics, Grades 11 and 12

Village

Indian Hill District
6205 Drake Road
Cincinnati, Ohio 45243
Developmental Reading, Grades 3 and 4

Mariemont District
6750 Wooster Pike
Cincinnati, Ohio 45227
UICSM Mathematics, Grades 8–12
PSSC Physics, Grade 12

Local

Finneytown District
8916 Fontainbleau Terrace
Cincinnati, Ohio 45231
Team Teaching Using Closed-Circuit Television, Grades 7–12 p. 54

Forest Hills District
7537 Beechmont Avenue
Cincinnati, Ohio 45230
"Music Time," Taped Music Lessons, Grades 1 and 2

Forest Hills District
7600 Forest Road
Cincinnati, Ohio 45230
TEMAC Programed Learning, Algebra I
Programed English, Grade 7
Summer School, Grades 3–12

HANCOCK (NW)

City

Findlay District
1200 Broad Avenue
Findlay, Ohio 45840
PSSC Physics, Grade 12

Findlay District
200 West Lincoln Street
Findlay, Ohio 45840
Summer School Program for Advanced Studies, Grades 2–12

Findlay District
1001 Blanchard Avenue
Findlay, Ohio 45840
Electronics Program of Trade and Industrial Education, Grades 10–12
General Metals Program of Industrial Arts, Grades 10–12

Local

Arlington District
Box 656
Arlington, Ohio 45814
Block Scheduling, Grades 7 and 8

HARDIN (NW)

City

Kenton District
Oriental Street
Kenton, Ohio 43326
Advanced Chemistry, Biology, and Social Studies, Grades 11 and 12
Music Major for Students Interested in Career in Music, Grades 10–12
Modern Mathematics Using SMSG, Scott Foresman, and Silver Burdett Materials, Grades 7–9

HARRISON (E)

Local

Scio District
Scio, Ohio 43838
Programed Learning in Trigonometry, Grade 12

HENRY (NW)

City

Napoleon District
West Main Street
Napoleon, Ohio 43545
SMSG Algebra I and Algebra II, Grades 4, 5, 7, and 11
SMSG Mathematics, Grades 4, 5, 7, and 8
Developmental Reading for Six Weeks in English Class, Grade 9
Foreign Language Program (French) for Superior Students, Grades 7 and 8

Local

Damascus District
McClure, Ohio 43534
Reading Improvement Program, Grades 1–6

Liberty Center District
Young Street
Liberty Center, Ohio 43532
Reader's Digest Reading Program (Supplementary Reading Program), Grades 4–6
SRA Reading Program, Grades 4–6
Report to Citizens on School Program and Accomplishments

Ridgeville District
Ridgeville Corners, Ohio 43555
TEMAC Trigonometry, Grade 12

HURON (NW)

City

Bellevue District
North Street
Bellevue, Ohio 44811
Introduction of a New Mathematics Program, Grades K–8

Norwalk District
64 Christie Avenue
Norwalk, Ohio 44857
Activity Program, Grades 7 and 8
Intramural Program, Grades 7 and 8
Improvement Roll Showing Student Scholastic Progress from Last Grading Period, Grades 7 and 8

JACKSON (SE)

City

Wellston District
South Pennsylvania Avenue
Wellston, Ohio 45692
Remedial Reading, Grades 3–10

Local

Lick District
Route 3
Jackson, Ohio 45640
Ungraded Plan, Grades 7 and 8

JEFFERSON (E)

City

Steubenville District
932 North Fifth Street
Steubenville, Ohio 43952
Summer School Enrichment Program, Grades 4–12

Steubenville District
1904 West Market Street
Steubenville, Ohio 43952
Program for Academically Talented Students, Grades 1–8

KNOX (C)

City

Mount Vernon District
Box 352
Gambier, Ohio 43050
Ungraded Primary Program, Grades 1–3 p. 60

Local

Fredericktown District
Fredericktown High School
Fredericktown, Ohio 43019
Modular Scheduling in Agriculture, Home Economics, and Industrial Arts, Grades 9–12

LAKE (NE)

City

Painesville District
58 Jefferson Street
Painesville, Ohio 44077
Developmental Reading, Grades 3 and 4 p. 71
Elementary School Camping Program, Grade 5 p. 71

Painesville District
200 West Walnut Avenue
Painesville, Ohio 44077
Swimming Instruction Through Cooperation with YMCA, Grade 7

Wickliffe District
2221 Rockefeller Road
Wickliffe, Ohio 44092
SMSG Mathematics, Grades 7–12
Special Program for Slow Learners and/or Underachieving Students, Grades 1–9
Greater Cleveland Mathematics Program, Grades K–6

Willoughby-Eastlake District
37047 Ridge Road
Willoughby, Ohio 44094
School of Practical Nursing (Adult Education)

Willoughby-Eastlake District
38106 Euclid Avenue
Willoughby, Ohio 44094
Developmental Reading, Grades 7 and 8
Automated Control of Audiovisual Services p. 72
SMSG Mathematics, Grade 7
Class for Emotionally Disturbed Children, Grades 3–5 p. 71

Willoughby-Eastlake District
5000 Shankland Road
Willoughby, Ohio 44094
CBA Chemistry, Grades 11 and 12

Village

Mentor District
8979 Mentor Avenue
Mentor, Ohio 44060
PSSC Physics, Grade 12

LICKING (C)

City

Newark District
Wright Street
Newark, Ohio 43055
Team Teaching: Home Economics, Grades 10–12
Chemistry Study, Grades 11 and 12

Newark District
9–19 North Fifth Street
Newark, Ohio 43055
A Special Educational Program for Slow Learners in the High School

Village

Granville District
130 North Granger Street
Granville, Ohio 43023

Summer Enrichment Program in Business, Driver Education, and Developmental Reading, Grades 9–12
PSSC Physics, Grade 12

Local

Heath District
680 South 30th Street
Newark, Ohio 43055
Individualized Reading Program, Grade 2

Heath District
Licking View Drive
Newark, Ohio 43055
Vocational Area High School

Johnstown-Monroe District
Johnstown, Ohio 43031
Microchemistry, Grade 11

Lakewood District
709 Deacon Street
Hebron, Ohio 43025
Ability Grouping in Arithmetic, Grades 4–6

Lakewood District
Jacksontown Elementary School
Hebron, Ohio 43025
Joplin-Like Approach to the Reading Problem, Grades 4–6

Licking Valley District
Route 4
Newark, Ohio 43055
Special Education for Slow Learners, Grades K–4

LORAIN (NE)

City

Lorain District
1020 Seventh Street
Lorain, Ohio 44052
Program for Slow Learners, Grades 9–12
Vocational Auto and Electricity-Electronics Programs, Grades 11 and 12

Village

Wellington District
South Main Street
Wellington, Ohio 44090
Special Education for Slow Learners (50–75 IQ), Grades 2–7

Local

Firelands District
Route 2
Oberlin, Ohio
Consumer Study Group for Boys, Grade 8
Reading, Grade 5

Midview District
942 Main Street
Grafton, Ohio
Experiment with Six, Eight, Ten, and Modulated Periods

LUCAS (NW)

City

Maumee District
1147 Seventh Street
Maumee, Ohio 43537
Continuation Room Designed to Improve Reading Skills, Grade 2

Maumee District
102 East Broadway
Maumee, Ohio 43537
Individualized Reading, Grade 6
Achievement Grouping, Grades 2–6

Maumee District
1147 Saco Street
Maumee, Ohio 43537
PSSC Physics and BSCS Biology

Maumee District
Gibbs and Sackett Streets
Maumee, Ohio 43537
Slow Learners Program, Grades 1–12

Oregon District
5721 Seaman Road
Oregon, Ohio
Grouping by Achievement Levels, Grades 1–6
Summer Program in Mathematics and Reading, Grades 3–6
Team Teaching: English for Superior Students, Grades 10–12

Sylvania District
5424 Whiteford Road
Sylvania, Ohio 43560
Junior Primary Between Kindergarten and Grade 1 p. 48

Sylvania District
6801 Maplewood Avenue
Sylvania, Ohio 43560
Playground Designed for Developing Physical Fitness
Principal Internship
Occupational Education Course of Study for Below-Average and Mentally Retarded Students, Grades 8–11
Biology Enrichment Program for Superior Students, Grade 9

Local

Adams District
3117 Nebraska Avenue
Toledo, Ohio 43615
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Experimental School Adjustment Program

Adams District
5558 West Bancroft
Toledo, Ohio 45615
Mathematics Supervisor Internship

Ottawa Hills District
3602 Indian Road
Toledo, Ohio 43606
Ungraded Primary p. 48

Ottawa Hills District
2532 Evergreen Road
Toledo, Ohio 43606
Team Teaching: English, Grade 12
French for Superior Students, Grade 7

Springfield District
Holland, Ohio 43607
Departmentalization, Grades 5 and 6

Washington District
5601 Clegg Drive
Toledo, Ohio 43613
Remedial Civics for Below-Average Pupils, Grades 10–12 p. 49
Biology Team Teaching, Grades 10–12
Science Seminar for High School p. 49

MADISON (C)

Local

Jefferson District
West Jefferson, Ohio 43163
Ability Grouping, Grades 2–12

The Plains District
94 West Main
Mt. Sterling, Ohio 45780
Seeing Through Arithmetic, Grades 3–6

MAHONING (NE)

City

Campbell District
280 Sixth Street
Campbell, Ohio 44405

High School Speed Reading, Grades 11 and 12 p. 72
PSSC Physics, Grade 12

Campbell District
2514 Wilson Avenue
Campbell, Ohio 44405
Program for Slow Learners, Grades 6–12

Youngstown District
20 West Wood Street
Youngstown, Ohio 44503
Music for Deaf and Hard-of-Hearing Children, Grades K–4
Program for the Blind and Partially Sighted, Grades 7, 9, 10, and 12

Local

Boardman District
7410 Market Street
Youngstown, Ohio 44512
Team Teaching: American History, Grade 11 p. 73
Team Teaching: Developmental Reading, All Grade Levels
Advanced Placement in English Language Arts, Grade 12
PSSC Physics, Grade 12

North Lima District
North Lima, Ohio 44452
Departmentalized Program, Grade 6

Springfield District
Petersburg, Ohio 44454
Auditory Feedback and Reading Comprehension, Grade 7 p. 73

West Branch District
Box 325
Beloit, Ohio 44619
Special Education Program for Slow Learners, Grades 1–12

MARION (C)

Local

Ridgedale District
Route 1
Morral, Ohio 43337
TEMAC Programed Learning in Algebra and Geometry, Grades 9–11

MEDINA (NE)

Local

Brunswick District
3555 Center Road
Brunswick, Ohio 44212
Special Education Program for Slow Learners, Ages 7–16

Cloverleaf District
Route 1, Box 291
Medina, Ohio 44254
PSSC Physics, Grade 12
Vocational Drafting Program Utilizing Actual Industry Problems for Course Content

MIAMI (W)

Village

Covington District
Grant Street
Covington, Ohio 45318
BSCS Biology, Grade 10

Tipp City District
223 West Broadway
Tipp City, Ohio 45371
Ungraded Primary
Team Teaching: Social Studies, Grade 12

Local

Bethel District
Route 1
Tipp City, Ohio 45371
PSSC Physics, Grade 12

Newton District
Long Street
Pleasant Hill, Ohio 45359
Accelerated Program for Gifted Junior High Students, Grades 6–9
Special Education Program for Below-Average Students, Grades 3–8 p. 50

MONROE (E)

Village

Woodsfield District
North Paul Street
Woodsfield, Ohio 43793
Elementary Physical Education Program

MONTGOMERY (W)

City

Dayton District
348 West Fifth Street
Dayton, Ohio 45402
Enrichment Program, Grades 9–12

Kettering District
3490 Far Hills Avenue
Kettering, Ohio 45429
Saturday Science Seminars, Grades 10–12 p. 50
Seven-Period Day, Junior High School
Developmental Reading, Grades 7 and 8
Six-Year Sequential Program in French, Grades 7–12

Oakwood District
1200 Far Hills Avenue
Dayton, Ohio 45419
Slow Learner Program, Grades 7–9
Coordinated Double Period of American History and Geography, Grade 7
Six-Year Programs in French and Spanish, Grades 7–12
Mathematics V: Pre-Calculus, Grade 12
Advanced Placement in English, Grades 9–12
Partial Departmentalization of Grade 6 to Aid in the Transition to Grade 7
Formal Units of Teaching About Communism

Oakwood District
735 Harman Avenue
Dayton, Ohio 45419
Early Identification of Perceptual-Motor Handicapped Children, Grades K–6
Organization of Central Library Facilities in Elementary School

Vandalia-Butler District
600 South Dixie Drive
Vandalia, Ohio 45377
Enrichment and Remedial Summer School, Grades 8–12
Accelerated French and Algebra, Grades 7 and 8
Cooperative Office and Distributive Education Program, Grade 12

Village

West Carrollton District
5833 Student Street
West Carrollton, Ohio 45449
Electricity I and Electronics I and II, Grades 11 and 12

Local

Madison District
444 South Broadway
Trotwood, Ohio 45426
Introduction of Modern Mathematics p. 50

Mad River District
1900 Harshman Road
Dayton, Ohio 45424
Great Books Seminar, Grades 10–12

Mad River District
200 South Loop Road
Dayton, Ohio 45431
Special Education for Slow Learners, Grades 2–12, Including a Work-Study Program, Grades 11 and 12

Mad River District
5555 Enright Avenue
Dayton, Ohio 45431
All Male Class, Grade 1

Northmont District
Crestway Drive
Clayton, Ohio 45322
Team Teaching: English and Language Arts, Grade 12 p. 51
Remedial Reading Program Providing Classroom and Individual Laboratory Experiences, Grades 9–12

Washington Township District
99 Virginia Avenue
Centerville, Ohio 45459
Study and Revision of English Curriculum, Grades 7–12
Advanced Biology, Grade 12
Free Summer Extension of Regular School Year to Provide Remedial Reading for Elementary Level and Enrichment and Make-Up Opportunities for High School Level Students

MUSKINGUM (E)

Local

Maysville District
Route 2
Zanesville, Ohio 43704
Team Teaching: Biology, Grade 10 p. 79

NOBLE (E)

Village

Caldwell District
Fairground Street
Caldwell, Ohio 43724
Special Education Class for Students with IQ Range of 50–75, Grades 9–12

OTTAWA (NW)

Local

Salem-Oak Harbor District
Church Street
Oak Harbor, Ohio 43449
Block Curriculum Program, Grades 7 and 8

PAULDING (NW)

Local

Antwerp District
Antwerp, Ohio 45813
Good Books Seminar, Grades 9–12

Melrose District
Melrose, Ohio 45861
Special Education for the Slow Learner, Ages 11–14

Paulding County District
114 East Jackson Street
Paulding, Ohio 45879
Providing for the Academically Gifted in the Small High School p. 49

PERRY (SE)

Local

Northern District
Route 1
Thornville, Ohio 43076
Division of English Curriculum, Grades 9–12

PICKAWAY (C)

City

Circleville District
520 South Court Street
Circleville, Ohio 43113
TEMAC Mathematics, Grade 9

Local

Teays Valley District
Route 1
Ashville, Ohio 43103
Special Education for Slow Learners—Under 75 IQ, Grades 9–12

Westfall District
Route 3
Circleville, Ohio 43117
Jackson Reading Program, Grades 4–8

PORTAGE (NE)

City

Ravenna District
Clinton and Main Streets
Ravenna, Ohio 44266
BSCS Biology, Grade 10
Special Education Program for Slow Learners, Grades 9–12

Local

Crestwood District
10919 North Main Street
Mantua, Ohio 44255
Enrichment Program in English, Foreign Language, and Social Studies, Grades 5 and 6
Remedial and Developmental Reading, Grades 7–12

James A. Garfield District
Route 1, Box 183–A
Garrettsville, Ohio 44321
Seminar in the Humanities for Superior Students, Grade 12

Rootstown District
State Route 44
Rootstown, Ohio 44272
Enrichment Class Language Arts, Grades 5 and 6 p. 73
Special Education Classes for Slow Learners (50–75 IQ), All Grade Levels

Southeast District
Administration Building
507 East Main Street
Ravenna, Ohio 44266
Slow Learners Program, Grades K–3

RICHLAND (NE)

City

Mansfield District
218 Marion Avenue
Mansfield, Ohio 44903
Introduction to Data Processing for Adults

Mansfield District
240 Euclid Avenue
Mansfield, Ohio 44903
SMSG Mathematics, Grades 5 and 6

Local

Madison District
1515 Grace Street
Mansfield, Ohio 44905
Nongraded Primary Program, Grades 1–3

Springfield District
Ontario, Ohio 44862
Team Teaching: English, Grades 10 and 11

Greater Cleveland Mathematics Program, Grades 1–3
Modern Mathematics and Science Applied to the Teaching of Astronomy, Grades 5 and 6

ROSS (C)

Local

Union-Scioto District
Route 1
Chillicothe, Ohio 45602
Small Group Instruction for Below-Average Students, Grades K–12

SANDUSKY (NW)

City

Fremont District
211 South Park Avenue
Fremont, Ohio 43420
Special Education Classes for Slow Learners (IQ 50 to mid-70's), All Grade Levels

Village

Gibsonburg District
Harrison Street
Gibsonburg, Ohio 43431
Grouping by Ability for Reading and Arithmetic Instruction, Grades 3–6

Local

Lakota District
Route 1
Kansas, Ohio 43457
Accelerated Program for Superior Students, Grades 9–12

SCIOTO (SE)

Local

Green District
Franklin Furnace, Ohio 45629
PSSC Physics, Grades 11 and 12

SENECA (NW)

Local

New Riegel District
New Riegel, Ohio 44853
Modular Scheduling, Grades 9–12

STARK (EC)

City

Canton District
1510 Clarendon Avenue, N.W.
Canton, Ohio 44708
Braille Unit, Grades 1, 3–6 p. 77

Canton District
618 High Avenue, N.W.
Canton, Ohio 44703
Outdoor Education Program, Grade 6 p. 76
Work Experience Program to Reduce Dropouts, Grades 11 and 12 p. 77
High Ability Program, Grades 4–8 p. 76
Nongraded Primary Program, Grades 1 and 2

Massillon District
1314 Main Avenue, W.
Massillon, Ohio 44646
Reading Laboratory, Grade 1
Individualized Reading Program, Grades 1–6

Massillon District
340 First Street, S.E.
Massillon, Ohio 44646
Honors English III for the Academically Gifted Student, Grade 11
Team Teaching: English Language Arts for the Average Student, Grade 10

Massillon District
1212 Tenth Street, N.E.
Massillon, Ohio 44646
Physical Education Instruction Through the Use of Tapes and the Public Address System, Grades K–6

Massillon District
340 First Street, S.E.
Massillon, Ohio 44646
Vocational English for Automotive Mechanics Students, Grade 11

Massillon District
128 South Avenue, S.E.
Massillon, Ohio, 44646
Program for Planned Change in the Introduction of Modern Mathematics, Grades 1–8

Massillon District
661 Tremont Avenue, S.W.
Massillon, Ohio 44646
Developmental Reading Program, Grades 7–9
Four-Track Language Arts Program, Grades 7–9
Enrichment Period in a Six-Period Day for Language Arts, Home Economics, Spanish, and Speech, Grades 7–9

SUMMIT (NE)

City

Akron District
70 North Broadway
Akron, Ohio 44308
Foreign Language, Grades 5–12
Citywide Use of the Planetarium, Grades 4, 6, 8, and 12 p. 74
Lane Community School Basic Education Program, K–Adult p. 74
Work-Study School, Grades 9–11

Akron District
225 East Tallmadge Avenue
Akron, Ohio 44310
Summer Creative Learning Program, Grades 5–10

Barberton District
479 Norton Avenue
Barberton, Ohio 44203
Major Work Program, Grades 4–10 p. 74

Barberton District
489 West Hopocan
Barberton, Ohio 44203
Reading Improvement Program, Grades 10–12

Cuyahoga Falls District
2300 Fourth Street
Cuyahoga Falls, Ohio 44221
Distributive Education in Business, Mathematics, and Technical Subjects, Grade 12
Diversified Cooperative Training, Grade 12

Cuyahoga Falls District
431 Stow Street
Cuyahoga Falls, Ohio 44221
BSCS Biology, Grade 10

Tallmadge District
484 East Avenue
Tallmadge, Ohio 44278
BSCS Biology, Grades 11 and 12
Developmental Reading Program Using Purdue Films, Shadowscope, SRA Materials, etc., Grades 10–12

Local

Copley District
1531 South Cleveland-Massillon Road
Copley, Ohio 44321

Survey of Industrial Technology, Grade 9 p. 75

Coventry District
3257 Cormany Road
Akron, Ohio 44319
Developmental Reading Using SRA Materials, Controlled Reading Machine, and Other Devices in Unison, Grades 10–12

Hudson District
77 North Oviatt Street
Hudson, Ohio 44236
Reading Laboratory Using Films, Charts, Pacers, etc., Grades 7–12
French Program Extended Through Laboratory Experiences, Grades 7–12
Advanced Placement Classes, Grades 11 and 12
Special Education Classes, Grades 3–12

Nordonia Hills District
9370 Akron-Cleveland Road
Northfield, Ohio 44067
Initial Teaching Alphabet, Grades K and 1
PSSC Physics, Grade 12

Norton District
4128 Cleveland-Massillon Road
Barberton, Ohio 44203
Summer Speed Reading, Grades 7–12 p. 75
Reading Improvement Program, Grades 7 and 8
A Four- to Six-Year Foreign Language Course, Grades 9–12

Silver Lake District
2970 Overlook Road
Cuyahoga Falls, Ohio
Special Reading Program, Grades 3–8
SRA Reading Laboratory, Grade 6

TRUMBULL (NE)

City

Girard District
31 Ward Avenue
Girard, Ohio 44420
Science and Mathematics Seminar for Academically Gifted Students, Grades 11 and 12
Advanced Mathematics Placement Program for Superior Students, Grades 8–12

Niles District
155 East Church Street
Niles, Ohio 44446
Work-Study Program for Students with an IQ Range of 60–78, Grade 12
ETV Instruction in Art, Music, and Science, Grades 1–6

Warren District
585 East Market Street
Warren, Ohio 44483
Cooperative Occupational Training Program for Slow Learners, Grades 11 and 12 p. 76

Warren District
261 Monroe Street, N.W.
Warren, Ohio 44483
Periodic Administrative Staff Bulletins Containing Guidance Data for Assigning Programs, Increasing Achievement, and Reducing Dropouts, Grades K–12

Local

McDonald District
Iowa and Seventh Streets
McDonald, Ohio 44437
Developmental Reading, Grades 7, 8, 11, and 12

Mesopotamia District
Mesopotamia, Ohio 44439
Physical Fitness and Health, Grades 1–8
Improved Mathematics Program, Grades 1–8
Reading Program Using the Scott Foresman System, Grades 1–8

TUSCARAWAS (EC)

City

Dover District
520 Walnut Street
Dover, Ohio 42949
Developmental and Correctional Reading Center, Grades 7–12, and Adult Education

Local

Goshen District
Box 122
Midvale, Ohio 44653
Special Reading and English Classes for Below-Average Students, Grades 7–10

Salem-Washington District
Port Washington, Ohio 43837
Supplementary Use of Programed Learning Materials in Mathematics, Grades 10–12

UNION (C)

Village

Marysville District
254 West Sixth Street
Marysville, Ohio 43040
Supplementary Use of Programed Texts in Mathematics for Gifted Students, Grades 11 and 12
Special Education for Slow-Learning Students, Grades 3–12

VAN WERT (NW)

Local

Ohio City-Liberty District
Ohio City, Ohio 45874
Programed Learning in Algebra Through the Use of the Encyclopaedia Britannica Press, Grade 9

WASHINGTON (SE)

City

Marietta District
Seventh and Glendale Streets
Marietta, Ohio 45750
Experimental Mathematics for Superior Students, Grades 8–12

Local

Fort Frye District
Beverly, Ohio 45715
Nongraded Primary, Grades 1–3

WAYNE (EC)
City
Wooster District
Bowman at Quinby Streets
Wooster, Ohio 44691
Team Teaching, Grades 1–6 . p. 77
Humanities, Grade 12 p. 78
Modern Mathematics Program, Grades K–6

WOOD (NW)
Village
Perrysburg District
140 East Indiana Avenue
Perrysburg, Ohio 43551
Developmental Reading Laboratory, Grades 7–12
BSCS Biology, Grade 10
Team Teaching of General Science: To Include Biology, Chemistry, and Physics in the Curriculum, Grade 9

Rossford District
701 Superior Street
Rossford, Ohio 43460
MPATI Classes, Total Program, Grades K–6
Nongraded Reading Program, Grades 4–6

Local
Ostego District
Weston, Ohio 43565
Intermediate Elementary Guidance Program, Grades 4–6
Block and Team Teaching in the Total Curriculum, Grade 7

Northwood District
512 Lemoyne Road
Toledo, Ohio 45616
Nongraded Primary Program, Grades 1–3

Administration

ADAMS (SW)
Local
Manchester District
Ninth Street
Manchester, Ohio 45144
Data Processing—Pupil Records

ASHLAND (NE)
Local
Mapleton District
Route 3, Box 553
Ashland, Ohio 44805
Dual Routing of Buses on Evening Run

AUGLAIZE (W)
City
Wapakoneta District
West Harrison Street
Wapakoneta, Ohio 45895
Assistant Principal Position Created to Provide Internship in School Administration
Burroughs Bookkeeping (Sensimatic Posting and Accounting)

BELMONT (E)
City
Martins Ferry District
633 Hanover
Martins Ferry, Ohio 43935
Administrative Team for Policy-Making
Budgetary Procedures

BUTLER (SW)
City
Hamilton District
332 Dayton Street
Hamilton, Ohio 45011
Use of Citizens Committee to Establish School Levy Needs

Middletown District
1515 Girard Avenue
Middletown, Ohio 45042
Reimbursement of College Tuition Costs for Teachers Through Local Board of Education

Local
Fairfield District
1111 Nilles Road
Fairfield, Ohio 45014
Data Processing for Student Records

Madison District
1368 Middletown-Eaton Road
Route 4
Middletown, Ohio 45042
School Records—Data Processing

Ross District
3371 Hamilton Cleves Road
Hamilton, Ohio 45013
Transportation: Reorganization of System

CLARK (C)

City

Springfield District
701 East Home Road
Springfield, Ohio 45501
Post High School Program in Computer Technology p. 81

Local

Mad River-Green District
Tecumseh Road and Rebert Pike
Route 1
Springfield, Ohio 45502
Index Salary Policy for Equitable Distribution of Available Funds

New Carlisle-Bethel District
Route 3
New Carlisle, Ohio 45344
Data Processing for Census, Scheduling, and Attendance

CLERMONT (SW)

Local

West Clermont District
P.O. Box 176
Amelia, Ohio 45102
Data Processing—Student Records

CRAWFORD (C)

City

Bucyrus District
1130 South Walnut Street
Bucyrus, Ohio 44820
Machine Accounting
Professional Growth Increments

CUYAHOGA (NE)

City

Bedford District
475 Northfield Road
Bedford, Ohio 44014
Continuous Census by Data Processing
Centralized Clerical Assistance for Senior High School Teachers
Administrative and Supervisory Salary Schedule and Calendar

Brecksville District
8915 Highland Drive
Brecksville, Ohio 44141
Data Processing of Student Grades

Cleveland Heights District
13263 Cedar Road
Cleveland Heights, Ohio 44118
Unit Principal Organization, Grades 10–12

Euclid District
651 East 222nd Street
Euclid, Ohio 44123
Data Processing in the Total School System p. 82
Appropriations Requests and Budget Planning

Maple Heights District
5500 Clement Drive
Maple Heights, Ohio 44137
Internship Program for School Psychologists

Parma District
6726 Ridge Road
Parma, Ohio 44129
Systematic Bidding on All Major Purchases p. 82
Rental of Additional School Space
Administrative Internship

Rocky River District
2985 Wooster Road
Rocky River, Ohio 44116
Administrative Council to Promote Better Communication Among School Administrators
Data Processing for Class Scheduling, Grades 9–12

Shaker Heights District
15600 Parkland Drive
Shaker Heights, Ohio 44120
Total School System Involvement in a Budget Program p. 82
Merit Evaluation of Administrative Personnel p. 82

Local

Olmsted Falls District
26184 Bagley Road
Olmsted Falls, Ohio 44138
Machine Bookkeeping for Financial Accounting

DARKE (W)

Village

Versailles District
P.O. Box 11, South Center Street
Versailles, Ohio 45380
Payroll Accounting, Reynolds and Reynolds Equipment

Local

Ansonia District
Ansonia, Ohio 45303
Individual Attendance Cards (Keysort) Administered by Central Office

DEFIANCE (NW)

City

Defiance District
Arabella Street
Defiance, Ohio 43512
Payroll and Other Financial Accounting by Machine

DELAWARE (C)

Local

Buckeye Valley District
Route 1
Delaware, Ohio 43066
Written School Board Policies to Provide Consistent and Uniform Guidelines for the School District

FAIRFIELD (C)

Local

Walnut District
Millersport, Ohio 43046
Scheduling by Data Processing

FRANKLIN (C)

City

Columbus District
270 East State Street
Columbus, Ohio 43215
Activities Coordinator of Cocurricular Programs p. 81
Development of Job Descriptions, Job Classifications, and Salary Programs for Cafeteria Employees

GREENE (W)

City

Fairborn District
306 East Whittier
Fairborn, Ohio 45324
Cadet Principal Training Program, Elementary

Local

Beavercreek District
2940 Dayton-Xenia Pike
Xenia, Ohio 45385
Blanket Insurance Program for School System Insurance Needs
Formation of Western Ohio League for Athletics, Music, Speech, Dramatics, Debate, and Girls' Athletics

GUERNSEY (E)

City

Cambridge District
152 Highland Avenue
Cambridge, Ohio 43725
Elementary Supervisor
Business Manager

HAMILTON (SW)

City

Cincinnati District
608 East McMillan Street
Cincinnati, Ohio 45206
Data Processing for Administrative and Pupil Services p. 80

Mt. Healthy District
1411 Compton Road
Cincinnati, Ohio 45231
Teacher Evaluation (Extra Increment Awarded for Superior Teaching)
School Board Policies

Princeton District
11080 Chester Road
Cincinnati, Ohio 45246
Flexible Scheduling at the Junior and Senior High School Level (Individualized Scheduling of Pupils)

Village

Indian Hill District
8100 Given Road
Cincinnati, Ohio 45243
Decentralized Budget Preparation with Teacher and Principal Involvement p. 80

Local

Finneytown District
8916 Fontainbleau Terrace
Cincinnati, Ohio 45231
Data Processing to Free Teachers from Clerical Work p. 81

Three Rivers District
8575 Bridgetown Road
Cleves, Ohio 45002
Data Processing in Grading and Test Scoring

HANCOCK (NW)

City

Findlay District
1001 Blanchard Avenue
Findlay, Ohio 45840
Data Processing for High School Scheduling, Pupil Reporting, and School Attendance

HARDIN (NW)

City

Kenton District
Oriental Street
Kenton, Ohio 43326
Superintendent of Building and Grounds

HURON (NW)

Local

Western Reserve District
River Street
Wakeman, Ohio 44889
Supervisory Principal

LAKE (NE)

City

Painesville District
58 Jefferson Street
Painesville, Ohio 44077
Reorganization of Junior High, Grades 6–8
Burroughs Business Machine to Aid School District Bookkeeping

Wickliffe District
2255 Rockefeller Road
Wickliffe, Ohio 44092
Scheduling—Royal McBee

Willoughby-Eastlake District
38106 Euclid Avenue
Willoughby, Ohio 44094
Automated Payroll p. 84
Automated Control of Audiovisual Services

Village

Mentor District
7565 Hopkins Road
Mentor, Ohio 44060
Administrative Job Specifications to Clarify Responsibilities and to Improve Placement of Personnel

LAWRENCE (SE)

Local

Rock Hill District
Star Route
Ironton, Ohio 45638
Ungraded Primary, Grades 1–3

LICKING (C)

Local

Licking Valley District
Route 7
Newark, Ohio 43055
Full-Time Cafeteria Supervisor

LORAIN (NE)

City

Elyria District
348 Fifth Street
Elyria, Ohio 44035
A Study of Administrative Organization

Lorain District
Brownell and Tenth Streets
Lorain, Ohio 44052
Lorain Technical School, Grades 13 and 14

Lorain District
1020 Seventh Street
Lorain, Ohio 44052
Data Processing for Finance, Business, and Student Accounting

LUCAS (NW)

City

Maumee District
1147 Saco Street
Maumee, Ohio 43537

Data Processing for Grade Reporting

Sylvania District
6801 Maplewood Avenue
Sylvania, Ohio 43560
Internship for School Principals
In-Service Training Program for All Service Personnel p. 80
Service Department Handbooks
Three-Way Check and Balance in Collecting Lunch Money

MAHONING (NE)

City

Campbell District
2514 Wilson Avenue
Campbell, Ohio 44405
Salary Schedule Based on Professional Growth

MIAMI (W)

Local

Bethel District
Route 1
Tipp City, Ohio 45371
Royal McBee Keysort Grade Reporting
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MONTGOMERY (W)

City

Oakwood District
1200 Far Hills Avenue
Dayton, Ohio 45419
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Vandalia-Butler District
306 South Dixie Drive
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Northridge District
5120 North Dixie Drive
Dayton, Ohio 45414
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OTTAWA (NW)

Local

Salem-Oak Harbor District
Church Street
Oak Harbor, Ohio 43449
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PICKAWAY (C)

Circleville District
520 South Court Street
Circleville, Ohio 43113
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PIKE (SE)

Local

Scioto Valley District
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PORTAGE (NE)

City

Ravenna District
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RICHLAND (NE)

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Crestview District
Route 2
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ROSS (C)

Local

Union-Scioto District
Route 1
Chillicothe, Ohio 45602
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SANDUSKY (NW)

City

Fremont District
211 South Park Avenue
Fremont, Ohio 43420
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Village

Clyde District
106 South Main Street
Clyde, Ohio 43410
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SCIOTO (SE)

Local

Northwest District
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McDermott, Ohio 45652
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Valley District
Box 606
Lucasville, Ohio 45648
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Key Punch Training for Commercial Students

Washington District
Box 830
West Portsmouth, Ohio 45662
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SHELBY (W)

Local

Jackson Center District
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STARK (EC)

City

Alliance District
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Alliance, Ohio 44601
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Canton District
618 High Avenue, N.W.
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Massillon District
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SUMMIT (NE)

City

Akron District
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Barberton District
479 Norton Avenue
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Cuyahoga Falls District
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TRUMBULL (NE)

City

Warren District
2747 Montclair, N.E.
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Warren District
261 Monroe Street, N.W.
Warren, Ohio 44482
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TUSCARAWAS (EC)

City

Dover District
219 West Sixth Street
Dover, Ohio 44622
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WARREN (SW)

Village

Lebanon District
Holbrook Avenue
Lebanon, Ohio 45036
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Lebanon District
25 Oakwood Avenue
Lebanon, Ohio 45036
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WAYNE (EC)

Local

Triway District
3205 Shreve Road
Wooster, Ohio 44691
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WOOD (NW)

Village

Perrysburg District
West South Boundary Street
Perrysburg, Ohio 43551
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Rossford District
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Local

Northwood District
3750 Woodville Road
Toledo, Ohio 43216
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Pupil Services

ASHLAND (NE)

Local

Mapleton District
Route 3, Box 553
Ashland, Ohio 44805
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BELMONT (E)

Village

Bridgeport District
Bennett Street
Bridgeport, Ohio 43912
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BROWN (SW)

Local

Mt. Orab District
Box 86
Georgetown, Ohio 44630
Phonics and Phonetic Reading

BUTLER (SW)

City

Hamilton District
332 Dayton Street
Hamilton, Ohio 45011
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Scholastic Aptitude Survey

Local

Fairfield District
5050 Dixie Highway
Hamilton, Ohio 45014
Permanent Citizens' Committee for Better Schools
Special Reading Program to Increase Comprehension, Grades 1–12

Shiloh District
Seven Mile Road
Seven Mile, Ohio 45062
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CLARK (C)

Local

Northwestern District
5610 Troy Road
Springfield, Ohio 45502
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COLUMBIANA (EC)

City

East Liverpool District
Fourth and Broadway
East Liverpool, Ohio 43920
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East Palestine District
West Grant Street
East Palestine, Ohio 44413
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CRAWFORD (C)

City

Bucyrus District
245 Woodlawn Avenue
Bucyrus, Ohio 44820
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Local

Colonel Crawford District
North Robinson, Ohio 44856
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CUYAHOGA (NE)

City

Bedford District
475 Northfield Road
Bedford, Ohio 44014
Multilevel English Curriculum
Visiting Teacher Program—to Ascertain the Cause of Absenteeism, Truancy, and Poor Achievement
Improved College Placement
Standard Method of Keeping Health Records

Euclid District
651 East 222nd Street
Euclid, Ohio 44123
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Scheduling of Psychological Services

Lakewood District
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Lakewood, Ohio 44107
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Mayfield District
6116 Wilson Mills Road
Cleveland, Ohio 44124
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North Olmsted District
27573 Butternut Ridge Road
North Olmsted, Ohio 44070
Homogeneous Grouping, English, Grades 7–12

Rocky River District
20951 Detroit Road
Rocky River, Ohio 44116
Career Nights to Inform Students of Vocational Possibilities, Grades 9–12

Rocky River District
3111 Wooster Road
Rocky River, Ohio 44116
Guidance and Evaluation Center: A Diagnostic Clinic for Children with School Adjustment Difficulties, Grades K–6
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Shaker Heights District
15600 Parkland Drive
Shaker Heights, Ohio 44120
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ERIE (NE)

Local

Perkins District
3714 South Campbell Street
Sandusky, Ohio 44871
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FAIRFIELD (C)

City

Lancaster District
Lewis Avenue
Lancaster, Ohio 43130
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Local

Walnut District
Millersport, Ohio 43046
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GREENE (W)

City

Fairborn District
200 Lincoln Drive
Fairborn, Ohio 45324
Cooperative Work-Study Program as a Partial Approach to the Dropout Problem, 10–12

Village

Yellow Springs District
East Enon Road
Yellow Springs, Ohio 45387
Diversified Cooperative Training Program, Grade 12

Local

Beavercreek District
2940 Dayton-Xenia Pike
Xenia, Ohio
Early School Admissions Program, Pre-first Grade

Cedar Cliff District
Cedarville, Ohio 45314
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Greenview District
Jamestown, Ohio 45335
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HAMILTON (SW)

City

Lockland District
210 North Wayne Avenue
Lockland, Ohio 45215
Remedial Reading Workshop, 3–6

Lockland District
210 North Cooper Avenue
Lockland, Ohio 45215
Elementary Guidance, Grades K–6

HARRISON (E)

Village

Cadiz District
440 East Market Street
Cadiz, Ohio 43807
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HENRY (NW)

Local

Damascus District
Courthouse
McClure, Ohio 43534
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Vocational Night, Grades 10–12

JACKSON (SE)

Local

Jackson County District
Court House
Jackson, Ohio 45640
School Health Services, Grades K–12

JEFFERSON (E)

City

Steubenville District
932 North Fifth Street
Steubenville, Ohio 43952
Ungraded Primary Plan, Grades 1–3
Dropout Study, Grades 7–12

LAKE (NE)

City

Willoughby-Eastlake District
38106 Euclid Avenue
Willoughby, Ohio 44094
IBM 1620 Automatic Test Scoring Program, Grades 4–12

Village

Mentor District
8979 Mentor Avenue
Mentor, Ohio 44060
Educational Scheduling Involving All Faculty, Students, and Parents, Grades 9–11

Mentor District
7860 Johnnycake Ridge Road
Mentor, Ohio 44060

Program to Improve Quality of Teacher-Made Tests, Grades 4–12

LICKING (C)

Local

Heath District
Licking View Drive
Newark, Ohio 43056
Heath Area Vocational School Screening Program, Grade 10

LORAIN (NE)

City

Lorain District
1020 Seventh Street
Lorain, Ohio 44052
Data Processing in Child Accounting
Gifted Child Program, Grades 4–12
Annual Follow-Up Study of Graduates

Village

Wellington District
South Main Street
Wellington, Ohio 44090
Study of Block Time for Senior High School

LUCAS (NW)

City

Maumee District
1147 Saco Street
Maumee, Ohio 43537
Measure to Reduce Dropouts

Sylvania District
6801 Maplewood Avenue
Sylvania, Ohio 43560
Social Worker Pilot Study
Program for Evaluation and Improvement of School Attendance
Developmental Reading, All Grade Levels

Local

Ottawa Hills District
2532 Evergreen Road
Toledo, Ohio 43606
Counseling and Guidance for College, Grades 7–12

MIAMI (W)

Village

Tipp City District
223 West Broadway
Tipp City, Ohio 45371
Child Study Program Designed to Help Teachers Understand Children, Grades K–12

MONTGOMERY (W)

City

Oakwood District
735 Harman Avenue
Dayton, Ohio 45419
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Vandalia-Butler District
306 South Dixie Drive
Vandalia, Ohio 45377
Health Service Policies and Emergency Care Procedures Handbook

Village

West Carrollton District
5833 Student Street
West Carrollton, Ohio 45449
Parent Orientation

Local

Madison District
444 South Broadway
Trotwood, Ohio 45426
Identification of Potential School Dropouts, Grade 4

Mad River District
200 South Loop Road
Dayton, Ohio 45431
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MORROW (C)

Local

Highland District
Sparta, Ohio 43350
"Track" Approach to Required High School Subjects, Grades 9–12

PICKAWAY (C)

City

Circleville District
520 South Court Street
Circleville, Ohio 43113
Program to Retain and Prepare Potential School Dropouts
Individual and Group Interpretation of Student Testing and Measurement Program, Grade 9

PORTAGE (NE)

Local

Aurora District
102 Garfield Road
Aurora, Ohio 44202
Diversified Cooperative Training, Grades 11 and 12

Crestwood District
10919 North Main Street
Mantua, Ohio 44255
Remedial and Developmental Reading, Grades 7–12

PUTNAM (NW)

Local

Leipsic District
Oak Street
Leipsic, Ohio 45856
Career Night, Grades 9 and 10

RICHLAND (NE)

Local

Union District
Savannah, Ohio 44903
SRA Reading Program for Poor or Slow Readers, Grades 5–8

Union District
Route 2
Mansfield, Ohio 44903
Developmental Reading Through Grouping by Proficiency, Grades 9, 10, and 12

ROSS (C)

Local

Kingston-Union District
Kingston, Ohio 45644
Preregistration Night to Assist Students and Parents in Adjusting to High School Environment, and to Select Appropriate Course of Study, Grade 8

Union-Scioto District
Route 1
Chillicothe, Ohio 45602
Eighth-Grade Parent-Teacher Conference to Help Effect a Smoother Transition to High School and to Assist in the Selection of a Course of Study

SANDUSKY (NW)

Local

Green Springs District
Box 188
Green Springs, Ohio
College Education Club to Acquaint Students with Educational and Financial Requirements and Opportunities in Occupations and Professions Requiring Post High School Education

Townsend District
Route 1
Vickery, Ohio 43464
Testing and Counseling Programs to Identify and Prevent School Dropouts

SHELBY (W)

City

Sidney District
Campbell Street
Sidney, Ohio 45365
Dropout Study, Grades 9–12

STARK (EC)

City

Canton District
618 High Avenue, N.W.
Canton, Ohio 44703
Programs to Reduce the Dropout Rate, Grades K–12 p. 87

Massillon District
340 First Street, S.E.
Massillon, Ohio 44646
Identification and Prevention of Potential School Dropouts Through Individual and Group Counseling, a Distributive Education Program, and a Flexible Curriculum to Meet the Interests of Students, Grades K–12

Massillon District
128 South Avenue, S.E.
Massillon, Ohio 44646
Elementary School Guidance Program Utilizing Teachers in Conjunction with the Pupil Personnel Staff
Visiting Teacher, Grades K–6

SUMMIT (NE)

City

Barberton District
Administration Building
479 Norton Avenue
Barberton, Ohio 44203
School Dropout Survey, Grades 10–12

Barberton District
Hopocan and Newell
Barberton, Ohio 44203
"Keeping Fit Is Fun," Physical Fitness Program, Grades K–12

Cuyahoga Falls District
431 Stow Street
Cuyahoga Falls, Ohio 44221
Reading Laboratory with Booths, Shadowscopes, Tachistoscope, and Other Facilities, Grades 10–12

Tallmadge District
484 East Avenue
Tallmadge, Ohio 44278
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Student Evaluation of Guidance Services, Grades 9–12

Local

Hudson District
77 North Oviatt Street
Hudson, Ohio 44236
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TRUMBULL (NE)

City

Niles District
155 East Church Street
Niles, Ohio 44446
Visiting Certified Guidance Specialist for Potential Dropouts, Grades 9–12

Warren District
261 Monroe Street, N.W.
Warren, Ohio 44483
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Course Selection Criteria to Improve Education and Decrease Failures, Grade 8
Employment of Counselor and Improved Educational Program to Decrease Dropouts, Grades 7–12
Appraisal and Counseling of Below-Average Students, Grades 1, 3, and 6
Reporting Test Results to Parents, Grades 3, 6, and 8

TUSCARAWAS (EC)

Local

Salem-Washington District
Box 8
Port Washington, Ohio 43837
Faculty Evaluation Among Students, Faculty Members, and Administration, Grades 9–12

UNION (C)

Village

Marysville District
East Sixth
Marysville, Ohio 43040
Intensive Summer Remedial Reading Program, Grades 3–5

WASHINGTON (SE)

Local

Wolf Creek District
Waterford, Ohio 45786
Study to Determine the Gravity of the Local School Dropout Rate in Relation to National Figures, and What Steps Should Be Taken to Meet the Needs of These Students, Grades 9–12

WOOD (NW)

Village

Perrysburg District
550 East South Boundary Street
Perrysburg, Ohio 43551
Choosing Students to be in Accelerated Classes, Grades 6–12
"After Graduation I Plan to . . ." Survey Conducted in September of Senior Year Followed by Group and Individual Counseling Throughout the Year
Program for Parents of College Bound Students to Receive General and Specific Information About Colleges and Their Children's Problems Through Group and Individual Conferences, Grade 11

Perrysburg District
140 East Indiana Avenue
Perrysburg, Ohio 43551
Reading Improvement Program, Grades 7 and 8

Rossford District
701 Superior Street
Rossford, Ohio 43460
New Evaluation System for Elementary School Children to Give a More Vivid Picture of Student Progress

School Plant

ASHLAND (NE)
Village
Loudonville District
210 East Main Street
Loudonville, Ohio 44842
Good Plant Utility with the K–4–4–4 Program

ASHTABULA (NE)
Local
Buckeye District
2428 Blake Road
Ashtabula, Ohio 44004
Centrally Located Library, Grades 10–12

AUGLAIZE (W)
Local
Minster District
Minster, Ohio 45865
New High School with Climate Control

CLERMONT (SW)
Local
West Clermont District
609 Brantner Lane
Cincinnati, Ohio 45244
Large Central Instructional Room Surrounded by Six Smaller Classrooms for Team Teaching, Grades 5 and 6

CUYAHOGA (NE)
City
Bedford District
475 Northfield Road
Bedford, Ohio 44014
Flexible Classroom Arrangement in All-New Construction
Centralized Administration Center

Brecksville District
8915 Highland Drive
Brecksville, Ohio 44141
Educational Specifications for Elementary School

Cleveland District
3213 Montclair Avenue
Cleveland, Ohio 44109
Air-Conditioned Junior High School Planetarium, Grades 7–12 p. 88

Cleveland District
11918 Miles Avenue
Cleveland, Ohio 44105
Garden Service Building for Horticulture Instruction, Grades K–12 p. 89

Cleveland District
11731 Mt. Overlook Avenue
Cleveland, Ohio 44120
Toilet Facilities for Handicapped

Euclid District
711 East 222nd Street
Euclid, Ohio 44129
Language Laboratory (70-Station)

Maple Heights District
5500 Clement Drive
Maple Heights, Ohio 44137
Team Teaching Facility, Senior High School

Mayfield District
1123 SOM Center Road
Cleveland, Ohio 44124
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Parma District
6726 Ridge Road
Parma, Ohio 44129
Competition Among Architects in Designing New Buildings
Corridorless Elementary Schools

Rocky River District
20951 Detroit Road
Rocky River, Ohio 44116
Developmental Reading Laboratory, Grades 9–12
Faculty Library Project for High School Teachers, Including Offices, a Work Room, Browsing and Professional Magazines, and Reference Materials
Centralized Cataloging of All Material Centers, All Grade Levels

Shaker Heights District
15600 Parkland Drive
Shaker Heights, Ohio 44120
Physical and Natural Science Laboratory, Grade 9
An Experimental Program in Teaching Work-Study Skills, Grades 4–6 p. 89

Westlake District
2282 Dover
Westlake, Ohio 44091
Reading Laboratory

Village

Chagrin Falls District
400 East Washington Street
Chagrin Falls, Ohio 44022
Language Arts—English Team Teaching Facilities, Grades 9–12

Local

Beachwood District
24525 Hilltop Drive
Cleveland, Ohio 44124
New Classroom Facility Accommodates Team Teaching and Individualized Instruction, Grade 6

ERIE (NE)

City

Huron District
710 East Cleveland Road
Huron, Ohio 44839
Individual Study Carrels in a New Elementary Building to Encourage Independent Study

Local

Milan District
South Main Street
Milan, Ohio 44846
Commons Area or Lounge for Students Participating in the Released Time Program, Grades 11 and 12

Vermilion District
1245 Aldrich Road
Vermilion, Ohio 44089
Instructional Materials Center or Centralized Storage Center in New Library Facility, Grades K–5

FRANKLIN (C)

City

Westerville District
303 South Otterbein Avenue
Westerville, Ohio 43081
Development of Building Plans to Incorporate Middle School Concept

Whitehall District
4738 Kae Avenue
Columbus, Ohio 43213
Utilization of Main Corridor as Library Area in Developing Building Plans for an Elementary School

Local

Mifflin District
2546 Sunbury Road
Columbus, Ohio 43219
Junior High School Building Plan Development Using Expandable Rooms, Central Kitchen, Team Teaching, and TV

Reynoldsburg District
1346 Terry Drive
Reynoldsburg, Ohio 43068
Building Plan Development for an Expandable Campus-Type High School

Scioto-Darby District
West Main Street
Hilliard, Ohio 43026
Climate Control for Year-Round Use of Eight Elementary Classrooms

GREENE (W)

Village

Yellow Springs District
East Enon Road
Yellow Springs, Ohio 45387
New High School with Carpeting

HAMILTON (SW)

Local

Finneytown District
8916 Fontainbleau Terrace
Cincinnati, Ohio 45231
Junior High Building Language Section, Grades 7 and 8

HANCOCK (NW)

City

Findlay District
1001 Blanchard Avenue
Findlay, Ohio 45840
Study Carrels for Teachers
Lighting over Blackboards in Elementary Schools
New Open-Stage Auditorium in High School

HURON (NW)

City

Norwalk District
64 Christie Avenue
Norwalk, Ohio 44857
Child-Centered, Library-Centered School, Grades 7 and 8 p. 88

JEFFERSON (E)

City

Steubenville District
932 North Fifth Street
Steubenville, Ohio 43952
New Elementary Building with Special Section for Physically Handicapped Children

LAKE (NE)

City

Willoughby-Eastlake District
38106 Euclid Avenue
Willoughby, Ohio 44094
Conversion of Former NIKE Site to Bus Maintenance and Storage Facilities

Village

Mentor Distict
7060 Hopkins Road
Mentor, Ohio 44060
New Library-Centered High School

LICKING (C)

City

Newark District
9–19 North Fifth Street
Newark, Ohio 43055
Twin Portable Elementary Classroom Units, Grade 4 p. 88

Village

Granville District
130 North Grange Street
Granville, Ohio 43023
Boothless Language Laboratory, Grades 10–12

LORAIN (NE)

City

Elyria District
348 Fifth Street
Elyria, Ohio 44035
School Building Program, Grades K–12

Lorain District
1020 Seventh Street
Lorain, Ohio 44052
Remodeled High School

Local

Keystone District
301 Liberty Street
LaGrange, Ohio 44050
High School Addition

LUCAS (NW)

City

Maumee District
Eastfield Drive
Maumee, Ohio 43537
Construction of a New Elementary School, Grades K–6

Sylvania District
6801 Maplewood Avenue
Sylvania, Ohio 43560
High School Addition Including Closed-Circuit TV Facilities, Multipurpose Library, and Science Laboratories

MIAMI (W)

Village

Tipp City District
North Hyatt Street
Tipp City, Ohio 45371
Elementary School Materials Center

MONTGOMERY (W)

City

Oakwood District
1200 Far Hills Avenue
Dayton, Ohio 45419
Reading Laboratory, Grades 7–12

Oakwood District
2705 Far Hills Avenue
Dayton, Ohio 45419
Laboratory Wing for Sciences, Foreign Languages, and Public Speaking, Grades 7–12

Vandalia-Butler District
306 South Dixie Drive
Vandalia, Ohio 45377
Portable Lunchroom Operation

Local

Mad River District
200 South Loop Road
Dayton, Ohio 45431
Materials Center, Grades 1–12

MORROW (C)

Local

Highland District
Sparta, Ohio 43350
Laboratory Used Jointly by Language and English Departments, Grades 9–12

OTTAWA (NW)

Local

Salem-Oak Harbor District
Church Street
Oak Harbor, Ohio 43449
Junior High Developmental Reading Program

RICHLAND (NE)

Local

Springfield District
Ontario, Ohio 44862
Team Teaching: English, Grades 9 and 10

Union District
Route 2
Mansfield, Ohio 44903
Language Room Planning on Limited Building Budget with Two Rooms Adjoining a Central Language Laboratory, Grades 9–12

SANDUSKY (NW)

City

Sandusky County District
Court House
Fremont, Ohio 43420
Staff Workshop in Implementation of Modern Mathematics

SHELBY (W)

Local

Jackson Center District
Jackson Center, Ohio 45334
Citizen Involvement in Developing Specifications for a New Elementary Building

STARK (EC)

City

Massillon District
128 South Avenue, S.E.
Massillon, Ohio 44646
Development of Specifications for Constructing an Elementary School

Local

Marlington District
10450 Moulin Avenue, N.E.
Alliance, Ohio 44601
Windowless Classrooms, Grades 8–12
Carpeted Library, Grades 8–12

SUMMIT (NE)

City

Cuyahoga Falls District
431 Stow Street
Cuyahoga Falls, Ohio 44221
Development of Educational Specifications for Elementary Schools
Cooperative Planning by City Recreation Department and Schools to Develop the Total School Program

TRUMBULL (NE)

City

Niles District
155 East Church Street
Niles, Ohio 44446
Air-Conditioned Elementary School to Provide for Extensive Summer Usage
Carpeting for Control of Noise in Kindergarten and Hard-of-Hearing Classrooms

Niles District
Trumbull Drive
Niles, Ohio 44446
Study Carrels for Recording and Listening to Languages in Renovated High School Library Complex, Grades 10–12

TUSCARAWAS (EC)

City

Dover District
520 Walnut Street
Dover, Ohio 44622

Art Center—Fine Arts for Interested and Qualified High School Students, Grades 7–12

Dover District
2131 North Wooster Avenue
Dover, Ohio 44622

Elementary School Library and Related Materials Center with a Self-Serve Method, Grades 1–6

Uhrichsville District
Eastport Avenue
Uhrichsville, Ohio 44683

Two New Elementary Centers for Classroom Instruction

WASHINGTON (SE)

Fort Frye District
Beverly, Ohio 45715

Centralized Cafeteria and Purchase of Equipment for the Transportation of Food, Grades 1–6

WAYNE (EC)

Village

Rittman District
75 North Main Street
Rittman, Ohio 44270

A Study of School Building Needs in an Exempted Village District with the Aid of the Bureau of Educational Research, The Ohio State University

Local

Triway District
3205 Shreve Road
Wooster, Ohio 44691

New Gymnasium with Sunken Playing Floor and Three Distinct Physical Education Areas, Grades 9–12

WOOD (NW)

Village

Perrysburg District
140 East Indiana Avenue
Perrysburg, Ohio 43551

Plans for Closed-Circuit TV Instruction, Grades 9–12

Rossford District
701 Superior Street
Rossford, Ohio 43460

New Elementary Addition Including Centralized Cafeteria Service and Rooms for Remedial Reading, Speech Therapy, Health and First-Aid, and Regular Instruction

Teacher-Employee-Architect Committees to Determine Future Educational Needs and Specifications for School Building Program, Grades K–12

Staff

ALLEN (NW)
Village
Bluffton District
106 West College Avenue
Bluffton, Ohio 45817
Mathematics In-Service Program, Grades K–6

AUGLAIZE (W)
Local
New Bremen District
Walnut Street
New Bremen, Ohio 45869
Lay Study Hall Assistance to Make Better Use of Teaching Resources, Grades 7–12

BUTLER (SW)
Local
Fairfield District
5050 Dixie Highway
Hamilton, Ohio 45014
Vertical Curriculum Planning, Grades 1–12

Talawanda District
South College Avenue
Oxford, Ohio 45056
Junior High Students as Lunchroom Supervisors

CLARK (C)
Local
Mad River-Green District
Tecumseh Road and Rebert Pike
Route 1
Springfield, Ohio 45502
Teacher Evaluation and Merit Pay Program p. 91
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CLERMONT (SW)
Local
West Clermont District
P.O. Box 177
Amelia, Ohio 45102
In-Service Training Program for Elementary Science Curriculum

West Clermont District
1139 West Ohio Pike
Amelia, Ohio 45102
Custodial In-Service Training

CRAWFORD (C)
Village
Crestline District
North Pearl Street
Crestline, Ohio 44827
Lay Supervisors in Study Hall

CUYAHOGA (NE)
City
Cleveland District
1380 East Sixth Street
Cleveland, Ohio 44114
Procedures for Promotion of Administrative Personnel

Rocky River District
3111 Wooster Road
Rocky River, Ohio 44116
Teaching Personnel Relations Committee p. 93
Development Plan to Improve Staff Evaluation p. 93
The Helping Teacher, Grades K–6 p. 92

Strongsville District
13200 Pearl Road
Strongsville, Ohio 44136
Staff Meeting on the Role of Education in a Democracy

Village
Chagrin Falls District
77 East Washington Street
Chagrin Falls, Ohio 44022
Curriculum Council, Grades K–12 p. 94
In-Service Committee for Orientation of New Teachers p. 94

DEFIANCE (NW)
City
Defiance District
629 Arabella Street
Defiance, Ohio 43512
New Teacher Orientation Program

FAIRFIELD (C)
Local
Liberty Union-Thurston District
600 Washington Street
Baltimore, Ohio 43105
Self-Appraisal Program by Teachers and Administrators of the Elementary School

FRANKLIN (C)
City
Bexley District
348 South Cassingham Road
Columbus, Ohio 43209
Bexley Salary Plan p. 92

Columbus District
270 East State Street
Columbus, Ohio 43215
Substitute Teacher Rating Blank for Principals p. 92
Substitute Information Blanks on Daily Assignments
Local
Scioto-Darby District
198 Scioto-Darby Creek Road
Hilliard, Ohio 43026
In-Service Training Program for Bus Drivers p. 92

LAKE (NE)
City
Wickliffe District
2221 Rockefeller Road
Wickliffe, Ohio 44092

Curriculum Council of Teachers and Administrators, Grades K–12

LUCAS (NW)

City

Sylvania District
6801 Maplewood Avenue
Sylvania, Ohio 43560
Teacher Appraisal p. 91

MIAMI (W)

Local

Bethel District
Route 1
Tipp City, Ohio 45371
Faculty Workshop on Handling Student Behavior Problems, Grades 7–12

MONTGOMERY (W)

Local

Mad River District
200 South Loop Road
Dayton, Ohio 45431
Superintendent's Administrative Advisory Council

PORTAGE (NE)

City

Ravenna District
507 East Main Street
Ravenna, Ohio 44266
Continuing Curriculum Committees, Grades 1–12 p. 94

Local

Aurora District
1037 East Boulevard
Aurora, Ohio 44202
Curriculum Council, Grades 1–12

Southeast District
Administration Building
507 East Main Street
Ravenna, Ohio 44266
Teachers' Aids, Grades 1–8

RICHLAND (NE)

Local

Plymouth District
Plymouth, Ohio 44865
Superintendent's Teaching Staff Advisory Committee

ROSS (C)

Local

Union-Scioto District
Route 1
Chillicothe, Ohio 45602
Elementary Science Coordinator

SANDUSKY (NW)

Village

Gibsonburg District
Harrison Street
Gibsonburg, Ohio 45431
Teacher Appraisal: Utilization of Self-Appraisal, Evaluation by a Superior, and Conference Technique in Staff Appraisal

SENECA (NW)

Local

Thompson District
Route 3
Bellevue, Ohio 44811
Teacher Aides, Grades K and 6

SHELBY (W)

City

Sidney District
320 East North Street
Sidney, Ohio 45365
In-Service Training of Teachers in Instruction of Modern Mathematics
Staff and Lay Study of School Curriculum
Staff and Lay Advisory Group on School Administration

STARK (EC)

City

Alliance District
408 South Arch Avenue
Alliance, Ohio 44601
Public Relations Consultant
Professional Growth Through In-Service Training Program

Canton District
618 High Avenue, N.W.
Canton, Ohio 44703
Cadet Principalship p. 95

Massillon District
128 South Avenue, S.E.
Massillon, Ohio 44646
Staff Evaluation Program to Improve Teaching and to Provide a Basis for Tenure Decisions

Local

Marlington District
10450 Moulin Avenue, N.E.
Alliance, Ohio 44601
Staff Participation in Budget Development

SUMMIT (NE)

City

Barberton District
479 Norton Avenue
Barberton, Ohio 44203
Merit Salary Schedule

Tallmadge District
484 East Avenue
Tallmadge, Ohio 44278
Use of College Student as Laboratory Aide, Grades 10 and 11

Local

Coventry District
3257 Cormany Road
Akron, Ohio 44319
Faculty Council for Discussing and Evaluating New Ideas

Nordonia Hills District
9370 Akron-Cleveland Road
Northfield, Ohio 44067
Modern Mathematics Program for Parents of Elementary Students
Modern Mathematics In-Service Program for Teachers, Grades K–12

Norton District
4128 Cleveland-Massillon Road
Barberton, Ohio 44203
In-Service Program for Teachers, Grades 1–6

Silver Lake District
2970 Overlook Road
Cuyahoga Falls, Ohio 44224

Noontime Aides for Cafeteria and Playground Supervision, Grades 1–8

Twinsburg District
9198 Darrow Road
Twinsburg, Ohio 44087
Supplemental Teacher, Grades 1–3

Twinsburg District
10270 Ravenna Road
Twinsburg, Ohio 44087
Teacher Evaluation Procedures

TRUMBULL (NE)
City
Niles District
155 East Church Street
Niles, Ohio 44446
Joint Meeting of the City School Board and Representatives of the Certificated Staff to Discuss Personnel Policies

Warren District
261 Monroe Street, N.W.
Warren, Ohio 44483
Teacher Placement by Balance of Age, Sex, Training, Experience, Marital Status, and Geographic Origins, Grades K–12

Local
Fowler-Vienna District
Mathews Building
Vienna, Ohio
Study Hall Monitor to Relieve Certificated Teachers, Grades 7 and 8

WARREN (SW)
Village
Lebanon District
Holbrook Avenue
Lebanon, Ohio 45036
Combined Reading Classes Grouped According to Ability, Grades 3 and 4

WASHINGTON (SE)
Local
Warren District
Route 1
Vincent, Ohio 45784
In-Service Program for Improvement of Instruction, Grades K–8
District Library Program Involving Student and Clerical Assistants to Increase Library Facilities for Students, Grades K–12

Public Relations

ALLEN (NW)
Village
Bluffton District
106 West College Avenue
Bluffton, Ohio 45817
Meeting of Bluffton College Education Professors and Public School Administrators to Facilitate Communication Between the College and the Public School
Modern Mathematics Program for Parents

ASHLAND (NE)
City
Ashland District
416 Arthur Street
Ashland, Ohio 44805
Radio-Newspaper Coverage
Parent Orientation Meetings
General School Development Projects

Village
Loudonville District
210 East Main Street
Loudonville, Ohio 44842
School News Bureau to Inform the Community

ASHTABULA (NE)
Local
Jefferson Area District
South Poplar Street
Jefferson, Ohio 44047
Three Seminars on Finance Each Summer

BUTLER (SW)
City
Hamilton District
Gorwin Avenue
Hamilton, Ohio 45011
"Chalk-Talk" (Weekly Staff Communications Publication)

Local
Fairfield District
5050 Dixie Highway
Hamilton, Ohio 45014
Committee for Better Schools

CLERMONT (SW)
Local
West Clermont District
1139 West Ohio Pike
Amelia, Ohio 45102
Steering Committee for Better Schools

COLUMBIANA (EC)

Village

Columbiana District
New Waterford Road
Columbiana, Ohio 44408
Citizens Committee for Better Schools

Local

Beaver District
Route 3
Lisbon, Ohio 44432
Home Seminar to Promote Operation Levy
Fathers' Night to Attend School Conferences

CRAWFORD (C)

City

Bucyrus District
1130 South Walnut Street
Bucyrus, Ohio 44820
Grass Roots Campaign to Inform the Public of School Needs

CUYAHOGA (NE)

City

Berea District
390 Fair Street
Berea, Ohio 44017
Community-School Liaison Committee

Brecksville District
8915 Highland Drive
Brecksville, Ohio 44141
Community Resources File to Enable Teachers to Enrich the Curriculum p. 97

Cleveland District
1380 East Sixth Street
Cleveland, Ohio 44114
Fall 1963 Neighborhood Conferences p. 97

Mayfield District
6116 Wilson Mills Road
Cleveland, Ohio 44124
Lay Evaluation of Proposed Technical Program and Equipment

North Olmsted District
27573 Butternut Ridge Road
North Olmsted, Ohio 44070
Science and Education Fair

Parma District
6726 Ridge Road
Parma, Ohio 44129
Coordinator of Publications
Science Advisory Committee Composed of Scientists of the Major Research Centers in the Area and the Science Curriculum Administrators of the School

Rocky River District
3111 Wooster Road
Rocky River, Ohio 44116
Report Card Inserts to Inform Community of School Programs p. 98

Westlake District
2282 Dover Road
Westlake, Ohio 44091
Citizens Advisory Committee
A Plan for Action by Citizens in Education

Local

Cuyahoga Heights District
4820 East 71st Street
Cleveland, Ohio 44125
Sound Movies to Explain School Program to Parents

Solon District
33600 Inwood Drive
Solon, Ohio 44139
Industrial Survey—Field Trips to Local Industries

DARKE (W)

Local

New Madison District
New Madison, Ohio 45346
School News Sent to Parents Every Two Weeks

DEFIANCE (NW)

City

Defiance District
629 Arabella Street
Defiance, Ohio 43512
Speakers Bureau to Make School Personnel Available for Community Contact
Team Conferences with Administrators, Teachers, and Parents about School Issues or Problems

DELAWARE (C)

City

Delaware District
289 Euclid Avenue
Delaware, Ohio 43015
"The Starting Gate" (A Student Radio Broadcast Presenting School News to the Community)

ERIE (NE)

City

Erie County District
Court House
Sandusky, Ohio 44870
"Learning about Our Schools" (A Developmental Program Designed to Provide Information about Our Educational System), Grades K–12

FRANKLIN (C)

City

Columbus District
270 East State Street
Columbus, Ohio 43215
Citizens Ask Superintendent Questions on TV p. 96

South–Western District
3708 South Broadway
Grove City, Ohio 43123
Comprehensive School-Community Relations Program
Senior High School Technical Training Center, Grades 11 and 12 p. 97

Village

Worthington District
50 East Granville Road
Worthington, Ohio 43085
"Open Classroom" (WLW-C TV School Information Program)

GREENE (W)

Local

Beavercreek District
2940 Dayton-Xenia Pike
Xenia, Ohio 45385
Complete Pupil Orientation Program, All Grade Levels

HAMILTON (SW)

City

Cincinnati District
608 East McMillan Street
Cincinnati, Ohio 45206
School Efforts to Meet Community Occupational Needs p. 96
Boys Week: A Clean-Up, Paint, and Beautify Week to Develop an Appreciation of City Government and to Present a Clean City Each Year
"Know Your Schools" (Radio Program Designed to Inform School Patrons)

Mt. Healthy District
1411 Compton Road
Cincinnati, Ohio 45231
Parent and Teacher Curriculum Study Group p. 96
School Planning Commission (Assists Board of Education with Problems of Finance, Curriculum, Buildings, and Public Relations)

Princeton District
11080 Chester Road
Cincinnati, Ohio 45246
Art and Academic Fair (Method of Encouraging Parents to Become Better Acquainted with Schools)

Sycamore District
4881 Cooper Road
Cincinnati, Ohio 44882
School Planning Commission (Organized to Inform Citizens)

Village

Mariemont District
6750 Wooster Pike
Cincinnati, Ohio 45227
Better Schools Citizens Committee (Designed to Screen Candidates for the School Board)

HANCOCK (NW)

Local

Arlington District
Box 656
Arlington, Ohio 45814
Parent-Teacher Conferences, Grades K–8

HARDIN (NW)

City

Kenton District
Oriental Street
Kenton, Ohio 43326
Fifteen-Member Citizens Advisory Committee to Inform Community of School Building Needs

HARRISON (E)

Local

Jewett Union District
West Main Street
Jewett, Ohio 43827
Annual School Exhibit—A Report of Student Progress, Grades K–12

HENRY (NW)

Local

Ridgeville District
Ridgeville Corners, Ohio 43555
Citizens Committee to Advise School Board on Proposed Bond Issues and Other School Issues

HURON (NW)

City

Norwalk District
80 East Main Street
Norwalk, Ohio 44857
"Norwalk Schools Beat" (Weekly Radio Program)

JACKSON (SE)

Local

Lick District
Route 3
Jackson, Ohio 45640
Seminars to Inform Citizens of School Needs

JEFFERSON (E)

City

Steubenville District
420 North Fourth Street
Steubenville, Ohio 43952
Newsletter (Published Every Six Weeks) to Facilitate Communication among the Administration, Staff, and the Public

LAKE (NE)

City

Painesville District
58 Jefferson Street
Painesville, Ohio 44077
Publication of School Letters and Annual Report

LORAIN (NE)

City

Elyria District
348 Fifth Street
Elyria, Ohio 44035
Business Education Day p. 98
Survey of Needs for Vocational Cosmetology

Local

Avon Lake District
175 Avon Belden Road
Avon Lake, Ohio 44012
Modern Mathematics for Parents

LUCAS (NW)

City

Maumee District
1147 Saco Street
Maumee, Ohio 43537
Guidance for Parents in Evening Seminars

Oregon District
5721 Seaman Road
Oregon, Ohio 43616
Information Booklet for Parents of Preschoolers

MAHONING (NE)

City

Youngstown District
20 West Wood Street
Youngstown, Ohio 44503
"Report Card" (TV Report to School Patrons) p. 98

MARION (C)

Local

Ridgedale District
Route 1
Morral, Ohio 43337
Citizens' Seminar on School Finance

MEDINA (NE)

Local

Cloverleaf District
Box 291, Route 1
Lodi, Ohio 44254
Demonstration of Educational TV Program to Parents

MONROE (E)

Village

Woodsfield District
South Paul Street
Woodsfield, Ohio 43793
Public Seminar on School Program and Finance

MONTGOMERY (W)

City

Kettering District
3490 Far Hills Avenue
Kettering, Ohio 45429
Elementary Principals' Planning Group to Promote Uniformity in Instructional, Curricular, and Administrative Procedures

Oakwood District
1200 Far Hills Avenue
Dayton, Ohio 45419
Vocational Career Conference, One Evening per Year p. 95

Oakwood District
2705 Far Hills Avenue
Dayton, Ohio 45419
Parent-Administrator Small Group Meetings at the Elementary Level

Village

West Carrollton District
550 East Pease Avenue
West Carrollton, Ohio 45449
Public Information Committee to Aid in the Passage of School Issues
Weekly Column for Local Newspapers Informing the Public about Local, State, and National Activities and Issues in Education

Local

Mad River District
200 South Loop Road
Dayton, Ohio 45431
Community Advisory Council

MUSKINGUM (E)

Local

East Muskingum District
Route 1
New Concord, Ohio 43762
Patrons Advisory Council

PICKAWAY (C)

City

Circleville District
520 South Court Street
Circleville, Ohio 43113
Pupil-Parent Handbook for the Elementary Schools

ROSS (C)

Local

Union-Scioto District
Route 1
Chillicothe, Ohio 45602
Lay-Staff Committee to Study and Evaluate School Programs Using State Standards as a Basis of Comparison

SHELBY (W)

City

Sidney District
320 East North Street
Sidney, Ohio 45365
Consulting Committee of Citizens p. 95

STARK (EC)

City

Alliance District
408 South Arch Avenue
Alliance, Ohio 44601
Superintendent's Lay Advisory Council
Speakers Bureau to Inform Community Organizations about School Activities and Needs
School-Community Relations Workshop with Various Community Public Relations Agencies

Canton District
316 30th Street, N.W.
Canton, Ohio 44703
Annual Report to the Public on the Progress, Objectives, Policies, and Procedures of the School System

Canton District
618 High Avenue, N.W.
Canton, Ohio 44703
Citizens Advisory Committee to Administration to Stimulate Interest in School Issues and Activities

Massillon District
128 South Avenue, S.E.
Massillon, Ohio 44646
Ministers' Meetings with High School Principals
Franklin School Community Center for Adults
Advisory Committee for Trade and Industrial Safety p. 99
Modern Mathematics for Parents p. 99
Full-Time Public Relations Director
"Top Teens" (A Weekly Newspaper Feature Story Written to Acknowledge the Good Citizenship of Outstanding Young People)
Prospectus for Staff Communication
Citizens' Seminars Designed to Increase Community Understanding and Support of Schools and Education

Massillon District
1212 Tenth Street, N.E.
Massillon, Ohio 44646
Get-Acquainted Tea for Kindergarten Mothers

SUMMIT (NE)

City

Barberton District
479 Norton Avenue
Barberton, Ohio 44203
Barberton School of Technology, Adults
Cuyahoga Falls District
1910 Searl Street
Cuyahoga Falls, Ohio 44221
BIE Day (Business, Industry, and Education)

TRUMBULL (NE)

City

Warren District
261 Monroe Street, N.W.
Warren, Ohio 44483

Business-Industry-Education Day Through the Staff and Chamber of Commerce

Village

Hubbard District
110 Orchard Avenue
Hubbard, Ohio 44425
Citizens Information Committee to Facilitate the Expression of Public Opinion on School Issues and to Disseminate School Policy to the Community

Local

Lakeview District
Cortland, Ohio 44410
"School Notes" (Informative School Paper Sent Home with Each Grading Period)

WAYNE (EC)

Local

Wayne County District
142 East Larwill Street
Wooster, Ohio 44691
"Your Schools Today" (School Radio Program Presented Twice Weekly)

WOOD (NW)

Local

Lake Township District
Route 1
Millbury, Ohio 43447
Facts Booklet to Inform Community about School District

North Baltimore District
124 South Second Street
North Baltimore, Ohio 45872
Booklets to Inform Community of the School Program, Grades K–12

Research

BUTLER (SW)

City

Hamilton District
332 Dayton Street
Hamilton, Ohio 45011
After-School Study Program for Low-Achieving Students, Grades 7–9 p. 100

CUYAHOGA (NE)

City

Bedford District
475 Northfield Road
Bedford, Ohio 44014
Gifted Student Program, Grades 7–12
Invitational Curriculum Study

Brecksville District
8915 Highland Drive
Brecksville, Ohio 44141
Study of Methods in Speech and Hearing Therapy, Grades 1–6 p. 106

Cleveland District
1380 East Sixth Street
Cleveland, Ohio 44114
Unemployed Out-of-School Youth Survey, Ages 16–21 p. 107

Cleveland District
Rockefeller Building, 4th Floor
614 Superior Avenue
Cleveland, Ohio 44113
The Educational Research Council of Greater Cleveland p. 105

Lakewood District
1470 Warren Road
Lakewood, Ohio 44107
Long-Range Planning

North Olmsted District
27253 Butternut Ridge Road
North Olmsted, Ohio 44070
Charting the Universe: Testing Ability to Comprehend Astronomical Concepts, Grade 6

Rocky River District
20951 Detroit Road
Rocky River, Ohio 44116
Class Profile and School's Characteristics to Inform College Admissions Officers of Applicants' High School Environment

Shaker Heights District
23325 Wimbledon Road
Shaker Heights, Ohio 44122
ITA at Kindergarten Level p. 107

Strongsville District
13200 Pearl Road
Strongsville, Ohio 44136
Team Testing: Large Group Testing with Immediate Scoring and Small Group Critique Shortly Following the Exam, Grade 7
OSU Kindergarten Study

Westlake District
2282 Dover Road
Westlake, Ohio 44091
GCMP Testing
Reading Program, Grade 1

ERIE (NE)

City

Huron District
710 West Cleveland Road
Huron, Ohio 44839
Study of Vocational Needs for Students, Graduates, and Adults p. 108

FRANKLIN (C)

City

Columbus District
270 East State Street
Columbus, Ohio 43215
Vocabulary Research p. 104
Home Visitation Pupil Mobility Study, All Grade Levels p. 103

Grandview Heights District
1587 West Third Avenue
Columbus, Ohio 43212
Study of First Quarter College Performance in Math and English p. 105

South-Western District
3708 South Broadway
Grove City, Ohio 43123
"Districtwide Dropout Study," 1962–63: An Analysis of the Valuation and Comparative Financial Wealth of the Various Townships
Census Data Study—Use of Demographic Data to Predict Trends

Whitehall District
4569 Etna Road
Columbus, Ohio 43213
Achievement Level Grouping for Reading p. 104

Local

Mifflin District
2500 Purdue Avenue
Columbus, Ohio 43219
Joplin Plan of Reading, Grades 4–6

GREENE (W)

Local

Beavercreek District
2940 Dayton-Xenia Pike
Xenia, Ohio 45385
Follow-Up Study of High School Graduates Attending College
School System Dropout Study
Prediction of School Population Growth, All Grade Levels

HAMILTON (SW)

City

Cincinnati District
608 East McMillan Street
Cincinnati, Ohio 45206
Five Years of Research in Televised Instruction, Grades 5, 6, 7, 9, 10, and 12 p. 101
Evaluation of an Accelerated Arithmetic Program, Grades 3–6 p. 101
An Evaluation of a Programed Course in Vocabulary Development, Grades 7–9 p. 102
A Study of Mobility of Pupils by Achievement, Grade 6 p. 102

HARDIN (NW)

City

Kenton District
Oriental Street
Kenton, Ohio 43326
Evaluation of Student Success in College Through the Use of Expectancy Tables

HURON (NW)

City

Norwalk District
80 East Main Street
Norwalk, Ohio 44857
Informal Experiments with Reading, Grades 2, 4, 5, and 6

JEFFERSON (E)

City

Steubenville District
1904 West Market Street
Steubenville, Ohio 43952
A Study of Steubenville's Academically Talented Pupils (1963)

LAKE (NE)

City

Willoughby-Eastlake District
38106 Euclid Avenue
Willoughby, Ohio 44094
Student Motivation Studies (Development and Motivation of a Nonverbal Motivation Index), Grades 7–9

Willoughby-Eastlake District
4284 Center Street
Willoughby, Ohio 44094
Standardized Test Results in Relation to Four Methods of Test Administration
Study and Revision of Methods of Teaching Composition, Grades 7 and 8

Village

Mentor District
5670 Hopkins Road
Mentor, Ohio 44060
Junior High Reading Improvement Program

LUCAS (NW)

City

Oregon District
5721 Seaman Road
Oregon, Ohio 43616
British-American Elementary Education Comparison Study, Grades 1–6 p. 100
Development and Evaluation of a Laboratory in Industrial and Fine Arts, Grades 10–12

Sylvania District
6801 Maplewood Avenue
Sylvania, Ohio 43560
Questionnaire Evaluation of Lunchrooms, Grades 3–9

Local

Adams District
5558 West Bancroft
Toledo, Ohio 45615
The Effectiveness of Children's Literature Programs in Elementary Schools

MAHONING (NE)

Local

North Lima District
North Lima, Ohio 44452
Prediction of Success in Algebra I

MIAMI (W)

Village

Tipp City District
223 West Broadway Street
Tipp City, Ohio 45371
Honors Program in Chemistry, Grades 11 and 12

Local

Bethel District
Route 1
Tipp City, Ohio 45371
Evaluative Study of Homogeneous Grouping, Grades 1–6

MONTGOMERY (W)

City

Vandalia-Butler District
306 South Dixie Drive
Vandalia, Ohio 45377
Survey of Ungraded Primary p. 100

PORTAGE (NE)

Local

Rootstown District
State Route 44
Rootstown, Ohio 44272
Telephone Survey of Graduates to Determine Post High School Activities
Study of the Effectiveness of Grouping by Sex to Facilitate Discussion, Grade 7

SANDUSKY (NW)

Village

Clyde District
Administration Building
106 South Main Street
Clyde, Ohio 43410
Study of Potential Tax Base, Costs per Pupil, and Course Offerings Through Consolidation of Various Contiguous Districts

SUMMIT (NE)

City

Cuyahoga Falls District
431 Stow Street
Cuyahoga Falls, Ohio 44221
Study of Progress of Early Entrants and a Control Group, Grades 2–12
Creative Thinking and Small Group Behavior, Grade 5

Stow District
1819 Graham Road
Stow, Ohio 44224
Evaluation of Mathematics Program, Grades 1 and 6–12

Tallmadge District
484 East Avenue
Tallmadge, Ohio 44278
Correlation of Iowa Tests of Educational Development with Grade-Point Average, Grade 10

Local

Twinsburg District
9198 Darrow Road
Twinsburg, Ohio 44087
Evaluation of ITA as a Tool in Remedial Reading, Grades 2 and 3

TRUMBULL (NE)

City

Girard District
31 Ward Avenue
Girard, Ohio 44420
Local Dropout Study Compared to State and National Dropout Studies, Grades 8–12

Warren District
261 Monroe Street, N.W.
Warren, Ohio 44483
An Attempt to Predict Success in Foreign Language Instruction, Grade 9
A Comparison of Two Methods of Teaching English, Grade 9 2717

WARREN (SW)

Local

Clearcreek District
Springboro, Ohio 45066
Using Expectancy Charts to Schedule Course Work, Grade 9 p. 103

WOOD (NW)

Local

Eastwood District
4900 Sugar Ridge Road
Pemberville, Ohio 43450
Evaluation of College Preparatory Program in English Through a Survey of the School's College Students and a Study and Revision of the Present English Curriculum, Grades 7–12

Elmwood District
541 West Wooster Street
Bloomdale, Ohio 44817
Reading Study Council to Improve County Reading Program, Grades K–12

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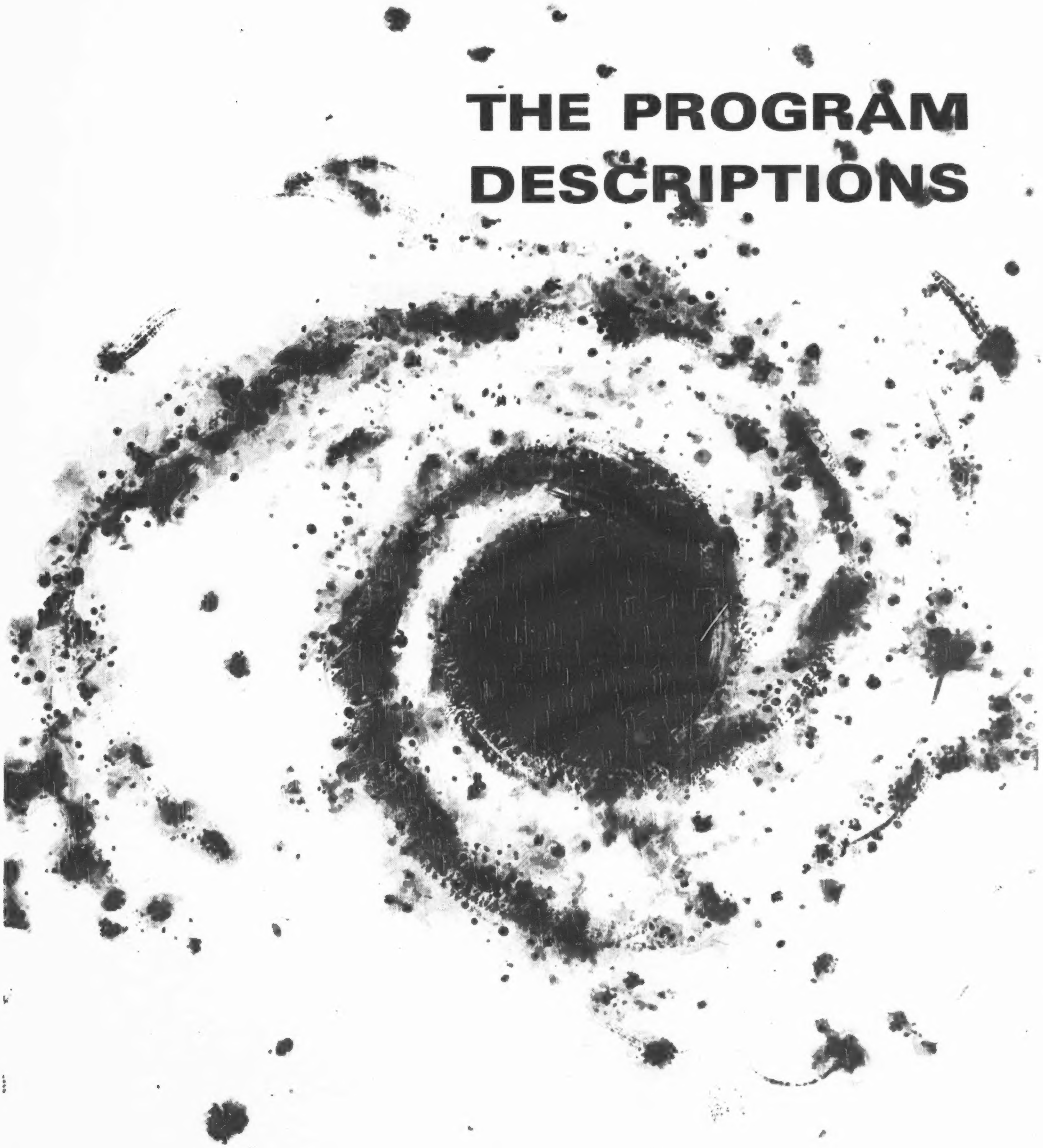
THE PROGRAM DESCRIPTIONS



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This section contains *descriptions* of several programs selected from the list of innovations in Ohio schools. The descriptions present information obtained from questionnaires and, in some cases, from visits to the schools. Each writeup summarizes the innovation's purpose, motivating factors, and overall design. Any special methods, unique approaches to a problem, or unusual use of resources are reported in the description. Preparations for or results of evaluation are also included, as well as problems inherent in design or changes recommended when duplicating the program. To help the reader decide if a program is applicable to his circumstances, the description is followed by summary statements, such as the year of inauguration, type of school, number and type of pupils and teachers involved, materials required, special funding involved, and research conducted. The name and address of the person responsible for or most familiar with the innovation appear below the description.

The organization of this section is by one of the seven areas of the school program: Instruction; Administration, Organization, Business, and Finance; Pupil Personnel Services; Physical Plant; Staff; School-Community Relations; and Research. (The internal organization within each of these areas is by OEA regions, illustrated by the map on page eight; counties, with their city, village, and local districts, and the descriptions follow alphabetically.) The described programs are indexed at the back of the *Catalog* according to areas of potential application and reader interest.

Instruction

CLASSES FOR CHILDREN OF MIGRANT WORKERS, GRADES 1–6—The Lyons program is an effort to provide schooling for the children of migrant workers who live in Northwestern Ohio between August and November. School officials initially acquired the services of a Mexican priest, who stressed the need for education to the migrant workers and encouraged them to send their children to the special classes. His assistance in setting up the original program was invaluable. Since the first summer, however, the migrants, now that they have some knowledge of the program, participate quite willingly in the effort.

The program emphasizes English and language arts, since many of the pupils speak another language among themselves and in their homes. The value of learning correct English is stressed. Comprehension and written and oral communication are emphasized, and vocabulary work is done on all levels. Arithmetic is taught in practical terms, to provide knowledge of basic operations that the children can use in their everyday lives. In geography, history, and science, the concepts of sharing and cooperation and preparation for assuming the responsibilities of citizenship are stressed. Health is emphasized, too, because many of the children need to know the importance of proper eating habits and cleanliness.

Children are grouped on the basis of reading level and the judgment of teachers. The program director believes that the language barrier and the emotional climate make testing a questionable procedure, though some testing of an experimental nature is done.

Children taking part in the program have shown improvement in their physical and emotional adjustments in the cafeteria and in playground situations. They are also developing some interest in outside reading.

Additional Information

School District: Fulton-Lyons-Metamora **Content Area:** all areas **Organization:** elementary **Grade(s):** 1–6 **Number of Teachers Involved:** usually 2 **Special Personnel:** administrators, professional teaching staff, and nonprofessional staff **Number of Pupils Involved:** 67 **Prerequisites for Pupils:** migrant children **Grouped According to:** teacher judgment and reading level **Materials or Equipment Necessary:** textbooks and supplementary materials **Minutes per Week:** 1,500 **Method of Funding:** state funds **Inaugurated:** 1961 **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Stanley R. Shaffer, Principal
P.O. Box 247
Lyons, Ohio 43533

JUNIOR PRIMARY BETWEEN KINDERGARTEN AND GRADE 1—The Junior Primary was instituted to help those children who have completed kindergarten but are not ready for first-grade work, often because of meager home experiences. As a result of this intermediate program, the children do not have to repeat kindergarten, nor do they run the risk of falling behind in the first grade, especially in reading.

Reading readiness and primary reading materials are presented at a much slower rate than in a regular first-grade class. To enrich their experiences, the children take frequent field trips by bus.

The teacher considers the individual needs of each child. She maintains a bright, attractive room, and tries to foster a healthy attitude toward learning. The entire program stresses feelings of accomplishment instead of failure on the part of the pupils.

Additional Information

School District: Sylvania **Content Area:** beginning elementary subjects **Organization:** elementary **Grade(s):** between kindergarten and first **Number of Teachers Involved:** 1 **Special Personnel:** administrators, professional teaching staff, and psychologist **Number of Pupils Involved:** 24 **Prerequisites for Pupils:** below average and immature **Grouped According to:** teacher judgment, age, mental ability test scores, and achievement test scores **Materials or Equipment Necessary:** textbooks, sound recorders, visual projectors, films, and recordings **Minutes per Day:** full time **Method of Funding:** no special funds **Inaugurated:** February, 1962 **Terminal Date:** continuous, as long as needed **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Dean L. Wise, Principal
5424 Whiteford Road
Sylvania, Ohio 43560

NONGRADED CONTINUOUS PRIMARY PLAN, GRADES 1–3—The nongraded program proposes to provide a continuous learning experience for the pupils, eliminate any stigma for both parents and children by minimizing any failures, and remove any limits placed on the bright child.

After the initial testing programs to determine maturity and mental ability, the pupils are placed in the appropriate groups or "primary levels." Special materials and textbooks are provided for each group; if the more advanced pupils demonstrate adequate knowledge, they are allowed to progress beyond the third-grade-level materials.

The teachers participating in the program receive in-service training and conduct a study of all available literature on nongraded primary programs. As the program progresses, conferences are held between parents and teachers. Each pupil is graded within his range of ability. Further evaluation is made of the pupil's academic progress and emotional adjustment by the use of the complete series of *California Achievement Tests* and by a conference or questionnaire completed by parents and teachers who have observed the child extensively.

Additional Information

School District: Adams **Content Area:** all areas **Organization:** elementary **Grade(s):** 1–3 **Number of Teachers Involved:** 7 **Special Personnel:** administrators and professional teaching staff **Number of Pupils Involved:** 158 **Prerequisites for Pupils:** none **Grouped According to:** achievement tests and teacher judgment **Materials or Equipment Necessary:** textbooks **Time Spent:** total **Method of Funding:** no special funds **Inaugurated:** September, 1963 **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Dean DeLong, Principal
3117 Nebraska Avenue
Toledo, Ohio 43615

UNGRADED PRIMARY—The ungraded primary program was initiated to challenge pupils and help meet community demands for academic excellence. The program is designed to provide a more flexible organization that allows for more learning based on the discovery method, a more comprehensive program for each child, an opportunity to put into practice the theory of "continuous learning," a more thorough curriculum full of challenge and enrichment, and a means of encouraging creative teaching.

These aims are fulfilled through flexible grouping (other than classroom assignment), individualized teaching techniques that give opportunities to the pupil to express thoughts creatively—in oral, written, and art work. A strong readiness program for the mature five-year-old, and institution of the Greater Cleveland Mathematics Program, together with simple research in social studies, also help fulfill the primary objective—to strengthen the curriculum.

Additional Information

School District: Ottawa Hills **Content Area:** art, language arts, foreign language, health and safety, mathematics, music, physical education, science, and social studies **Organization:**

elementary **Grade(s):** K–3 **Number of Teachers Involved:** 15 **Special Personnel:** Dr. Helen Holt and Dr. Herbert Sandberg, University of Toledo (resource personnel) **Number of Pupils Involved:** 264 **Grouped According to:** age and mental ability, achievement, and teacher judgment **Materials or Equipment Necessary:** textbooks, sound recorders, packaged kits, visual projectors, recordings, films, team teaching, and multilevel materials **Minutes per Day:** entire day **Method of Funding:** board of education operating fund **Inaugurated:** September, 1961 **Terminal Date:** September, 1965 **Evaluation:** yes **Written Description:** in progress **Additional Information May Be Secured from:**

Marjorie L. Slayton, Principal
3602 Indian Road
Toledo, Ohio 43606

SCIENCE SEMINAR FOR HIGH SCHOOL—The seminar developed topics not usually covered in the regular classroom. The students carried out projects, and various staff members provided lectures. Existing equipment was used in new ways to illustrate the particular topic under discussion.

The participating students were classified as superior, but they were not grouped because of the small number involved. The staff had special academic preparation in the sciences and were able to handle advanced topics effectively.

Additional Information

School District: Washington **Content Area:** science **Organization:** high school **Number of Teachers Involved:** 4 **Special Personnel:** professional teaching staff **Number of Pupils Involved:** 4 **Prerequisites for Pupils:** superior **Materials or Equipment Necessary:** present equipment **Minutes per Day:** 55 **Minutes per Week:** 275 **Method of Funding:** no special funds **Inaugurated:** September, 1963 **Evaluation:** no **Written Description:** not available **Additional Information May Be Secured from:**

Richard J. McLeod
5601 Clegg Drive
Toledo, Ohio 43613

REMEDIAL CIVICS FOR BELOW-AVERAGE PUPILS, GRADES 10–12—The school conducted a pilot study to determine the advisability of a remedial civics course for below-average students. The objective was to interest slow students in the operation of our government so they would better understand their role as good citizens. Seniors were selected for the class on the basis of past marks and teacher judgment.

Emphasis was placed on government at the local level because of its relevance to the students' daily lives. A simplified text was used, and local issues were discussed. The students took field trips to the local courthouse and jail, and officials explained some of the legal processes. For example, the District Attorney's office explained the indictment process while the class sat in the Grand Jury seats in the jury room.

There has been a noticeable increase in the number of students in the class who are reading newspapers and bringing local, state, and Federal problems to class for discussion, although these activities have not been assigned as homework. The major problem that has arisen is to find adequate texts—the material is either too advanced or too simplified.

Additional Information

School District: Washington **Content Area:** social studies—civics **Organization:** high school **Grade(s):** 12 **Number of Teachers Involved:** 1 **Number of Pupils Involved:** 28 **Prerequisites for Pupils:** below average **Grouped According to:** past marks and teacher judgment **Materials or Equipment Necessary:** simplified text in civics **Minutes per Day:** 60 **Minutes per Week:** 300 **Method of Funding:** special local school district fund **Inaugurated:** September, 1963 **Terminal Date:** January, 1964 (pilot course) **Evaluation:** in process **Written Description:** not available **Additional Information May Be Secured from:**

Maryjayne Roenick
Chairman, Social Studies Department
5601 Clegg Drive
Toledo, Ohio 43613

PROVIDING FOR THE ACADEMICALLY GIFTED IN THE SMALL HIGH SCHOOL—This program was inaugurated for superior high school students in two counties. A project director coordinates the efforts of the eleven participating high schools. In each high school center, the project is directed by a local teacher-adviser appointed by the administration.

Programing, done largely on an individual basis, includes projects, experimentations, research studies, acceleration in mathematics using programed learning devices, and correspondence study on both the high school and beginning college levels. Project plans include sharing opportunities for student participants and the formation of at least one good books seminar, involving students from three or more high schools.

The teacher-adviser in each high school center is responsible for selecting the student participants. *Stanford-Binet Intelligence Test* scores are also used in selection.

Despite problems in scheduling and study time allotments, the program seems to have been well received by parents and students. Individual interest in the areas studied has continued after completion of the program.

Additional Information

School District: Paulding County **Content Area:** all areas **Organization:** high school **Grade(s):** 9–12 **Number of Teachers Involved:** 12 **Number of Pupils Involved:** 2,900 **Prerequisites for Pupils:** superior **Grouped According to:** mental ability test scores, achievement test scores, inventoried interests, marks, teacher judgment, and aptitude test scores **Materials or Equipment Necessary:** visual recordings and programed instruction books and machines **Inaugurated:** September, 1961 **Terminal Date:** June, 1963 **Evaluation:** yes (a complete summary is with Tom Stephens, State Department of Education) **Written Description:** available **Additional Information May Be Secured from:**

R. F. Weible
114 East Jackson Street
Paulding, Ohio 45879

ACCELERATED PROGRAM FOR GIFTED JUNIOR HIGH SCHOOL STUDENTS—The accelerated program was designed to promote proficiency in the new mathematics program, stimulate acceleration in reading, and provide more individual work experiences in science. As a result, pupils withdrew a larger number of books from both the school and public libraries.

With the stimulus for learning more pronounced, pupils exhibit an intense desire to pursue the senior high school academic program. Those of average or below ability have also benefited from special programs designed to meet their specific needs. Since the introduction of the accelerated program, the pupils are happier and have better academic attitudes and more mature judgment, the teachers are more stimulated, and the junior high program has firmer objectives.

Additional Information

School District: Newton **Content Area:** English, industrial arts, mathematics, and science **Organization:** elementary and secondary **Grade(s):** 6–9 **Number of Teachers Involved:** 2 **Special Personnel:** psychologist **Number of Pupils Involved:** 68 **Prerequisites for Pupils:** superior **Grouped According to:** achievement test scores, reading age, and grade **Materials or Equipment Necessary:** textbooks, recorders, projectors, and television receivers **Minutes per Day:** 42 **Minutes per Week:** 200 **Method of Funding:** local school district funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

Warren W. Coy
Long Street
Pleasant Hill, Ohio 45359

SATURDAY SCIENCE SEMINARS, GRADES 10-12—This program is a three-hour weekly session involving intensive research and experimentation. The original purposes were: to increase interest in science, to show the community the authentic desire students have to study academic subjects, to give to the academic subjects a little of the glamour of extracurricular activities, to afford an opportunity to the faculty to teach in areas of science not normally covered in regular classes, and to give students greater opportunity to observe the scientific method in operation.

The program has been so successful that it has been extended to the new second high school. Some of the experiences within the seminar have been incorporated in the regular science courses. Scientists from the community have participated substantially, and students have shown an increased interest in science-related community projects.

Additional Information

School District: Kettering **Content Area:** science **Organization:** high school **Grade(s):** 10–12 **Number of Teachers Involved:** 6 **Number of Pupils Involved:** 90 **Prerequisites for Pupils:** superior **Grouped According to:** achievement, aptitude, and teacher judgment **Minutes per Week:** 180 **Method of Funding:** local and Federal funds **Inaugurated:** September, 1961 **Evaluation:** no **Written Description:** not available **Additional Information May Be Secured from:**

L. Howard Flatter, Assistant Superintendent
3490 Far Hills Avenue
Kettering, Ohio 45429

INTRODUCTION OF MODERN MATHEMATICS—The introduction of a modern mathematics program in this school system became a communitywide program. When modern mathematics was introduced into the system, trained consultants and staff members held workshops for the teachers on each level as the program was introduced. As more teachers were trained and modern mathematics was introduced to each grade level, plans were made to hold a workshop or classes for parents. The parents were introduced to the modern mathematics program through a team teaching approach. Those who were expert in the field conducted large classes to introduce materials; other faculty members assisted in small group work one night a week for twelve weeks.

The program has been entirely voluntary, but the response from teachers and parents has been excellent. There has been a growing interest in mathematics in the school system. The program has been evaluated by checking the students who have continued mathematics in college, by using standardized tests on the high school level, and by surveying the opinions of students, teachers, and parents.

Additional Information

School District: Madison **Content Area:** mathematics **Organization:** high school **Grade(s):** 11–12 **Number of Teachers Involved:** 85 **Special Personnel:** director of instruction **Number of Pupils Involved:** 2,500 **Method of Funding:** local, state, and Federal funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Additional Information May Be Secured from:**

Carl E. Noffsinger
444 South Broadway
Trotwood, Ohio 45426

TEAM TEACHING: ENGLISH AND LANGUAGE ARTS, GRADE 12—The team teaching program in English and language arts allows for greater flexibility in grouping and, consequently, more effective teaching. Lectures are presented to large groups, and discussion and individual help, especially in composition, are provided for in smaller groups.

The program is designed to present students with a vivid picture of literature and the history of language and to provide more individual help so that students can learn to express their ideas logically, clearly, and creatively in both oral and written work. Teachers begin the course with the Indo-European languages and study the findings of the linguistic researchers; trace the language through the Anglo-Saxon period, using *Beowulf;* continue through the Middle English period, using Chaucer (examining the proportions of French and Anglo-Saxon elements, as well as word order and loss of inflections); and progress through the development of the language in the United States, using Markwardt's *American English.* Through this study the teachers attempt to develop a perspective toward language that is based on scientific research into the patterned changes over the years. Another advantage of the team teaching approach is that it also allows the teachers to prepare and evaluate more effectively and in greater detail.

The students are divided into two basic groups, an average group of 100 and an above-average group of thirty (the advanced placement class contains thirteen). Within the first two groups, various smaller groupings are made depending on the subject matter and teaching method to be used. Audiovisual aids are used extensively. Individual conferences are held periodically with each student to ascertain his progress, attitude, and particular problems.

The teachers specialize according to training and abilities in presenting lectures, leading discussion, or working with the students in the advanced placement group. Community people are brought in to lecture on particular subjects. The teachers are now experimenting with a lay reader who does some of the paper grading.

The program seems to be training the students more effectively for college level work. The students have responded well and have shown greater interest and motivation.

Additional Information

School District: Northmont **Content Area:** integrated program of language, literature, and composition, enriched with related music, art, philosophy, history, and linguistic science **Organization:** high school **Grade(s):** 12 **Number of Teachers Involved:** 2 **Special Personnel:** lay reader **Number of Pupils Involved:** 143 **Prerequisites for Pupils:** previous enrollment in academic track **Grouped According to:** interests, marks, test scores, and teacher judgment (smaller and larger groups) **Materials or Equipment Necessary:** individual listening or recording booths, sound recorders, visual projectors, films, records, and books **Minutes per Day:** 42 **Method of Funding:** no special funds **Inaugurated:** September, 1963 **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Eloise C. Rosser
Crestway Drive
Clayton, Ohio 45322

TEAM TEACHING: TOTAL CURRICULUM, GRADES 5 AND 6—The goals of team teaching are to facilitate learning through flexible grouping, to enable teachers to teach subjects in which they are best trained, and to increase students' interest in learning.

Each teacher plans the subject matter to be covered and lectures in his special area. Discussions and audiovisual aids are used. After the lectures, the students are divided into groups so that the superior students can do further study or research and the below-average students can receive remedial instruction.

An evaluation will be made after sufficient time has passed to measure achievement and levels of student interest and participation. After the first year of operation, the parents have reacted favorably to this experimental program.

Additional Information

School District: West Clermont **Content Area:** all areas **Organization:** elementary **Grade(s):** 5–6 **Number of Teachers Involved:** 4 **Special Personnel:** administrators and teaching staff **Number of Pupils Involved:** 110 **Prerequisites for Pupils:** all 5th and 6th graders **Grouped According to:** teacher judgment and expressed interests **Materials or Equipment Necessary:** textbooks, sound recorders, visual projectors, and films **Method of Funding:** no special funds **Inaugurated:** September, 1963 **Evaluation:** no **Written Description:** not available **Additional Information May Be Secured from:**

Mrs. Catherine S. Huheey, Principal
609 Brantner Lane
Cincinnati, Ohio 45244

ADVANCED PLACEMENT PROGRAM IN BASIC CURRICULUM SUBJECTS—The advanced placement program offers college level courses for able and ambitious students. Later they take advanced placement examinations, and their scores are submitted to colleges and universities for consideration of advanced placement or college level credit. Students must have superior ability, must want to learn what "study" means, and must like to work independently and conscientiously.

The teachers involved in these classes must be able, ambitious, and willing to accept the responsibility of extra time and preparation that these courses require. Lectures and assignments are as challenging and stimulating as in college courses. The teachers attend advanced placement conferences, seminars, and institutes to keep up with new techniques and advances in their particular fields.

Advanced courses are offered in six high schools in English, mathematics, American history, European history, French, Latin, and chemistry. Parents must give their permission and support an intensified study program for their son or daughter. The reactions are generally favorable from parents, students, and colleges receiving advanced placement students.

Additional Information

School District: Cincinnati **Content Area:** all areas **Organization:** high school **Grade(s):** 9–12 **Number of Teachers Involved:** 46 **Special Personnel:** subject area supervisors **Number of Pupils Involved:** 1,148 **Prerequisites for Pupils:** superior **Grouped According to:** achievement and mental ability test scores, grades, and teacher judgment **Materials or Equipment Necessary:** individual listening booths, textbooks, sound recorders, visual projectors, films, and television **Method of Funding:** allotment from instructional supply budget **Inaugurated:** September, 1954 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Ralph E. Schauck
608 East McMillan Street
Cincinnati, Ohio 45206

SCIENCE FOR BELOW-AVERAGE PUPILS, GRADES 10 AND 11—This program is designed for pupils who are overage, low in ability, poorly motivated, retarded in reading, and who may be potential dropouts. It aims to give these students satisfying experiences in science. The students develop responsibility in the classroom and learn how to express themselves effectively. An effort is made to create an understanding of the students' physical and biological environment. The students participate in laboratory experiments with others. The added attention given to these students provides many of them with the incentive to work up to their potential. Their attitudes improve, and their willingness to participate in class discussions and to give oral reports increases.

Additional Information

School District: Cincinnati **Content Area:** science and health **Organization:** high school **Grade(s):** 10th, biological science; 11th, physical science **Number of Teachers Involved:** 7 **Special Personnel:** administrators, teaching staff, and consultants **Number of Pupils Involved:** 224 **Prerequisites for Pupils:** below average, usually two years below grade level and 2–5 years below reading level **Grouped According to:** age, mental ability test scores, and teacher judgment **Materials or Equipment Necessary:** textbooks, sound recorders, visual aids, laboratory facilities, equipment, supplies, and supplementary books **Minutes per Day:** 55 **Minutes per Week:** 275 **Method of Funding:** local and Federal funds **Inaugurated:** September, 1963 **Evaluation:** yes **Written Description:** in progress **Additional Information May Be Secured from:**

Kenneth E. Vordenberg
Superintendent of Science
608 East McMillan Street
Cincinnati, Ohio 45206

"PROJECT 90," A TEAM TEACHING PROGRAM

—This program of team teaching gives special attention to college preparatory eighth-grade pupils whose seventh-grade achievement in mathematics, English, social studies, and/or Latin was below the average for the school. A concentrated effort is made by a team of teachers and other school personnel to establish a close relationship with each student in order to motivate his desire to learn, to improve his skills, and to advance his mastery of the eighth-grade curriculum—specifically in mathematics, English, and Latin.

The program is characterized by: a cooperative effort by several teachers working with the same group of pupils; flexible time arrangements allowing a class to proceed without interruption for a few minutes or for several hours; flexible class sizes, ranging from individual teacher-pupil conferences to large groups; and provision of time and facilities for regular and effective staff planning.

Each teacher tries to begin where the student is now in his knowledge of a particular subject and plans to take the student into the established college preparatory curriculum. Instruction time in Latin, English, and mathematics may be extended one or two hours per week beyond the time spent in the regular eighth-grade class. As a result of the program, the pupils seem to be more willing to contribute and more eager to learn. Marks have improved in most cases.

Additional Information

School District: Cincinnati **Content Area:** English language arts, foreign language, and mathematics **Organization:** junior high **Grade(s):** 8 **Number of Teachers Involved:** 3 **Special Personnel:** administrators, professional teaching staff, counselors, and student teachers **Number of Pupils Involved:** 90 **Prerequisites for Pupils:** good ability but below-average achievement **Grouped According to:** marks (groups vary in size from 1 to 90 pupils) **Materials or Equipment Necessary:** visual projectors, recordings, and films **Minutes per Day:** variable **Minutes per Week:** 1,050 **Method of Funding:** no special funds **Inaugurated:** September, 1963 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Raymond J. Brokamp, Assistant Principal
3250 Victory Parkway
Cincinnati, Ohio 45207

SUMMER ENRICHMENT FOR ACADEMICALLY ABLE PUPILS, GRADES 10–12

—Pupils enrolled in this program are required to have an IQ of 120 or above on the *Lermon McNemar Test* or on an individual psychological examination. Students with an IQ of 115 or above are also considered for enrollment, provided other evaluations show they have the potential. Marks and teacher judgment are also considered in recommending students for the program.

The seminar approach is followed when possible, because the courses are not a part of the regular curriculum and the classes represent highly selected groups. Community resources are used when desirable, and scheduling is flexible. High school credit is not granted for these courses, but the name of each course successfully completed is entered on the student's record along with the grade received. Most of the grades given are A's or B's. If a student cannot do the work in a course, the teacher asks that he be withdrawn. He will not be penalized in any way, since neither course dismissal nor a failing mark is entered in the records. In the Summer of 1965, additional programs were designed for junior high pupils.

Both teachers and students have received the enrichment program enthusiastically. School and community leaders have shown a real interest in its success.

Additional Information

School District: Cincinnati **Content Area:** business, English, language arts, mathematics, science, and social studies **Organization:** high school **Grade(s):** 10–12 **Special Personnel:** professional teaching staff **Number of Pupils Involved:** 200 **Prerequisites for Pupils:** superior **Grouped According to:** mental ability, test scores, marks, and teacher judgment **Materials or Equipment Necessary:** textbooks, sound recorders, packaged kits, visual projectors, films, and TV **Minutes per Day:** varies with course **Method of Funding:** local school district, special fund established **Inaugurated:** 1961 **Evalu-**

ation: not formally **Written Description:** available **Additional Information May Be Secured from:**

Ralph E. Shauck
608 East McMillan Street
Cincinnati, Ohio 45206

NONGRADED PRIMARY PROGRAM—The nongraded system in grades one, two, and three has several characteristics. Children are assigned to rooms according to reading progress and ability. The placement is flexible so that teachers feel free to change them as circumstances demand. Children progress through eight levels of classroom groups according to their ability. Parent-teacher conferences are held to replace the first quarterly report card. Teacher judgment and a testing program determine when a pupil is ready to advance to the next level. The restrictions of a "graded" school, "graded" materials, and "graded" teachers generally are cast off.

Evaluation has been made through questionnaires answered by teachers and parents. Measurements and charts have been composed showing the results of various testing programs.

Additional Information

School District: Deer Park **Content Area:** all areas **Organization:** elementary **Grade(s):** 1–3 **Number of Teachers Involved:** 24 **Special Personnel:** administrators and professional staff **Number of Pupils Involved:** 540 **Prerequisites for Pupils:** all pupils **Grouped According to:** mental ability, marks, achievement test scores, and teacher judgment **Materials or Equipment Necessary:** textbooks **Method of Funding:** no special funds **Inaugurated:** September, 1959 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Laurence E. Haughey
Assistant Superintendent
8688 Donna Lane
Cincinnati, Ohio 45236

WRITING PROGRAM, GRADES 7–12—The English teachers initiated a writing program to improve student writing skills. This program was designed to help those going on to college with their entrance examinations and also to improve the writing of lower-ability students.

The teachers use literature as a background for most of the writing assignments required of all students each week. The board of education employs inactive majors in English to read the work and to make pertinent comments on the strengths and weaknesses of the writing. Two marks are given for each written piece—one for content, organization, and originality, and the second for neatness, correctness, and clarity of expression. The value of each grade is left to the discretion of the teacher. The teachers also hold personal interviews with pupils to discuss their writing further.

To develop effective methods of teaching writing, an in-service program for teachers was inaugurated. The teachers are required to submit monthly reports to the department head on the assignments made and the purpose of the writing.

The intensified writing course has resulted in higher marks for students in college English, upgraded quality of writing in journalism, a large number of student manuscripts being sold to national magazines, and better occupations after graduation for the lower-level pupils.

Additional Information

School District: Princeton **Content Area:** language arts **Organization:** secondary **Grade(s):** 7–12 **Number of Teachers Involved:** 25 English teachers and 6 noncertificated readers **Special Personnel:** lay readers or graders **Number of Pupils Involved:** 2,090 **Prerequisites for Pupils:** all pupils **Grouped According to:** teacher judgment **Minutes per Day:** 60 **Minutes per Week:** 300 **Method of Funding:** local board of education funds **Inaugurated:** September, 1959 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** limited **Additional Information May Be Secured from:**

Rollin W. Coyle
Head, English Department
11080 Chester Road
Cincinnati, Ohio 45246

TEAM TEACHING USING CLOSED-CIRCUIT TELEVISION, GRADES 7–12—The junior and senior high schools incorporated team teaching through closed-circuit television as part of their instructional program. Since the school had been previously wired with a coaxial cable, the equipment was installed at minimal cost. The cost of operation itself is low. It is possible for the television instructor to originate a telecast with no one else in the studio. However, during all programs, students help with placement of cameras and provide assistance in demonstrations.

Closed-circuit television was added to the curriculum to upgrade the teaching of seventh- and eighth-grade science and mathematics. The administration feels that uniformly high-quality instruction is possible for large numbers of students with educational television. Benefits are the "front row seats" for all demonstrations, the need for less demonstration equipment, the increased concentration by students who have found they cannot question immediately to catch a lost point, and the fact that it is not necessary to move to a darkened room for movies and filmstrips. Educational television originating at the school is also advantageous because of its flexibility. Scheduling allows students either to participate in regular classroom activities or to use televised teaching at a moment's notice with no disruption.

The high school mathematics program is one example of the use of educational television. Under the schools' three-tract system, the accelerated group is attempting to finish five years of mathematics in four school years through closed-circuit television. Testing indicates that this group is achieving normal mathematical growth.

Limitations are twofold: the lack of color sets for science demonstrations (prohibitive cost) and the lack of opportunity for students to ask questions during the broadcast. Administrators also feel that poorer students benefit considerably less from televised presentations.

Additional Information

School District: Finneytown **Content Area:** science and mathematics **Organization:** secondary **Grade(s):** 7–12 **Special Personnel:** team teachers **Number of Pupils Involved:** 990 **Prerequisites for Pupils:** grade level **Materials or Equipment Necessary:** closed-circuit TV **Minutes per Day:** flexible **Minutes per Week:** as much as 450 minutes, but flexible **Method of Funding:** local and Federal funds **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured From:**

F. William Vockell, Director-Coordinator
Closed-Circuit TV
8916 Fountainbleau Terrace
Cincinnati, Ohio 45231

STUDENT ASSISTANTS FOR NONTEACHING CHORES, GRADES 1-3—Advanced college students in elementary education are hired as teacher assistants for grades one, two, and three to handle a variety of nonteaching chores. The professional teachers are relieved of clerical tasks and have more time for planning, teaching, and individualized instruction.

The assistants receive a regular wage for their services, and they also receive field experience credit from their college. They are required to do clerical tasks, prepare teaching aids and materials, and serve in the home-school communications area.

The program is coordinated by university and public school personnel.

Additional Information

School District: Columbus **Organization:** elementary **Grade(s):** 1–3 **Number of Teachers Involved:** 10 **Special Personnel:** College of Education students **Number of Pupils Involved:** 2,500 **Time Spent:** 20 hours per week **Method of Funding:** local funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Written Description:** not available **Additional Information May Be Secured from:**

L. W. Huber, Assistant Superintendent
270 East State Street
Columbus, Ohio 43215

COMMUNITY STUDY TRIPS, GRADES 3 AND 4—This study trip program for third and fourth graders involves relating an area of study in the classroom to a point of interest in the city. Third-grade trips center on such topics as food, clothing, and shelter; fourth-grade trips involve aspects of civic pride. The program attempts to motivate interest in school curriculum units, to broaden children's experiences, and to correct any false ideas they may have in the area under study.

A bus schedule and a list of suggested trips, for which preliminary arrangements have been made, are sent to each third- and fourth-grade teacher at the beginning of the year. The individual teacher is responsible for selecting the place to be visited and making final arrangements. Teachers are not limited to suggestions on the list as long as the community resource they wish to visit relates to the area being studied by the pupils. Notes, which can be written by the children, explaining the trip and its purpose, are sent to parents; their signatures are required before the children can participate. Each class is allotted one trip per year.

School personnel feel that careful preplanning to give the children a clear idea of the trip's purpose is imperative for the program's effectiveness. Follow-up activities are also important; these include an evaluation of the trip, discussion to extend and clarify meanings, expressions of appreciation to adult helpers, and recording experiences.

Additional Information

School District: Columbus **Content Area:** social studies **Organization:** elementary **Grade(s):** 3–4 **Number of Teachers Involved:** 500 **Number of Pupils Involved:** 1,500 **Prerequisites for Pupils:** 3rd and 4th graders **Grouped According to:** no specific groups **Materials or Equipment Necessary:** visits to plants, city and state buildings, etc. **Time Spent:** 1 trip a year per class **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Genevieve Miller
270 East State Street
Columbus, Ohio 43215

"COLUMBUS, THE BUCKEYE CAPITAL," HISTORY FOR GRADE 4—The overall social studies program begins with a study of the home and school in kindergarten and progresses to a study of world history in the sixth grade. It was felt that the fourth-grade level would be the ideal time for children to study their own city. The program that was developed provides information about the city from early times to the present.

Before the program was initiated, all teachers involved were given an opportunity to make suggestions about content and general makeup of the text. As a result, "Columbus, the Buckeye Capital," was developed, along with a study guide to aid teachers in using the text and planning classroom activities. The course was reviewed for the teachers through a series of four television programs. Administrators in the school system feel that the program has resulted in some excellent teaching and a greater understanding of their city by both students and parents.

Additional Information

School District: Columbus **Content Area:** social studies—history of Columbus **Organization:** elementary **Grade(s):** 4 **Number of Teachers Involved:** 300 **Number of Pupils Involved:** 9,000 **Prerequisites for Pupils:** all 4th graders **Grouped According to:** no specific grouping **Minutes per Day:** 40 per class **Minutes per Week:** 200 **Method of Funding:** local school district funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes **Additional Information May Be Secured from:**

Anamae Martin
270 East State Street
Columbus, Ohio 43215

LITERATURE ENRICHMENT, GRADES K–6—This program was designed to introduce children to the wide range and high quality of children's literature available in the elementary schools. The program is related to classroom learning by allowing time in class to read and discuss good books.

Elementary teachers were introduced to the idea by participating in classes involving children's literature. A Good Books Committee selected several hundred books to become a part of a traveling library which visited all elementary schools. Books for this list were read, evaluated, and recommended by parents, children, and teachers. The list was published and then sent to all schools in the system. Permanent circulating libraries were selected for all schools on the basis of this list. Libraries were also provided at each summer school center for students, children, and adults in the community. The program was recognized as a part of the PTA program.

Several favorable results are evident: increased requests from the public school library for more classroom libraries, more requests for "book fairs" conducted by PTA groups, and greater interest in reading by children at all levels.

Additional Information

School District: Columbus **Content Area:** English language skills **Organization:** elementary **Grade(s):** K–6 **Number of Teachers Involved:** all elementary teachers **Number of Pupils Involved:** all elementary pupils **Prerequisites for Pupils:** all elementary pupils **Grouped According to:** no specific group **Method of Funding:** local funds **Inaugurated:** Spring, 1962 **Terminal Date:** continuous **Evaluation:** yes, informally **Additional Information May Be Secured from:**

Genevieve Maloney, Supervising Principal
270 East State Street
Columbus, Ohio 43215

CONTINUOUS FOREIGN LANGUAGE STUDY, GRADES 5–12—In the belief that students should begin learning a foreign language earlier than junior or senior high school, the school system extended a foreign language program to the elementary level beginning at grade five. The program emphasizes listening and speaking. Other objectives are to provide students with a few language skills and to establish good learning habits so that acceptable speaking, reading, and writing competency can be further developed on the junior and senior high levels.

At the start of the program, a foreign language specialist developed a manual and radio lessons in French, German, and Spanish. The radio lessons are broadcast for fifteen minutes once a week and are to be followed up at the discretion of the classroom teacher. Tape recorders and tapes have been provided to aid in the follow-up. On the secondary level, language laboratories have been provided (or are in the process of being provided) in all schools to supplement regular classroom instruction. The laboratories are used twice a week after the class work has been introduced.

Evaluation shows that the elementary students consistently do very well on the three listening-comprehension tests given each year. These students enter junior high school with good motivation, some skills, and some idea of how to go about learning a foreign language.

Additional Information

School District: Columbus **Content Area:** foreign languages **Organization:** elementary and secondary **Grade(s):** 5–12 (5–7 by radio, 8–12 by regular instruction) **Number of Teachers Involved:** 96 high school, 200 elementary **Number of Pupils Involved:** elementary, 9,550; junior and senior high, 6,896 **Prerequisites for Pupils:** all students except mentally retarded **Grouped According to:** mental ability test scores, achievement and aptitude scores, expressed interest, grades, and teacher judgment **Materials or Equipment Necessary:** radio and TV, individual listening and recording booths **Minutes per Day:** elementary, 15 per class; junior and senior, 1 class period **Method of Funding:** local school district funds **Inaugurated:** 1959 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available in manuals for elementary teachers and in information bulletin to language teachers **Additional Information May Be Secured from:**

Mrs. Margaret L. Harold
270 East State Street
Columbus, Ohio 43215

INTRODUCING CONSERVATION CONCEPTS THROUGH OUTDOOR EDUCATION, GRADE 5—In an effort to improve instruction in conservation on the fifth-grade level, field trips to the Blacklick Woods Metropolitan Park were instituted; these replaced trips to the museum. The objectives of the outdoor program include: providing firsthand experience of conservation concepts taught in the classroom; demonstrating the integration of plants, animals, and minerals and their meaning for man; providing an opportunity to see changes that have taken place in plant and animal life; and developing in pupils a sense of obligation concerning conservation.

The program seems to have produced favorable results, many beneficial for the community. It has involved communication with local groups such as conservation clubs, garden clubs, PTA groups, and the Ohio Forestry Association. Four schools have begun small school forests, nature trails, and outdoor classrooms. Attendance and interest in community parks have increased. The park levy, which had failed annually, was passed the year following establishment of this program.

Additional Information

School District: Columbus **Content Area:** agriculture, art, physical education, natural science, and social studies **Organization:** elementary **Grade(s):** 5 **Number of Teachers Involved:** 1 **Number of Pupils Involved:** 8,500 annually **Prerequisites for Pupils:** all 5th graders **Grouped According to:** grades **Materials or Equipment Necessary:** field trips to Blacklick Woods Metropolitan Park **Minutes per Day:** 75 per class **Minutes per Week:** 1,125 (actual class time) **Method of Funding:** no special funds **Inaugurated:** September, 1959 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

George F. Jenny, Special Teacher
270 East State Street
Columbus, Ohio 43215

COMMERCIAL ART, GRADES 10–12—The school system developed a program in commercial art. Its objectives are to encourage creativity and sensitivity in students, to strengthen the students' understanding of good design, to provide knowledge of the function of commercial art, and to provide an opportunity to master the skills required in this field. The art instructor spent a summer preparing to teach the necessary techniques.

Classroom instruction and visits to commercial art studios are the bases for the program. Advice from practicing commercial artists is also used. The course is organized to provide preparation for the less technical jobs, those not requiring college or art school training.

Representatives from six local advertising agencies have observed the program and offered advice for improvements. School officials believe that improvement is needed in the selection of students for the program, since those involved need to be self-motivated in order to be successful. The time allotted to the program seems to be too brief. It has been suggested that students should devote one-half of every day to their laboratory work.

Additional Information

School District: Columbus **Content Area:** commercial art **Organization:** high school **Grade(s):** 10–12 **Number of Teachers Involved:** 1 **Special Personnel:** art teacher **Number of Pupils Involved:** 25 (15 class members, 10 apprentices) **Prerequisites for Pupils:** junior high art teacher's recommendation, superior and average students, production of an assigned project **Grouped According to:** inventoried interests, expressed interests, and teacher judgment **Materials or Equipment Necessary:** local commercial art studios **Minutes per Week:** 450 **Method of Funding:** local funds **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** yes—by representatives of 6 local advertising agencies **Written Description:** not available **Additional Information May Be Secured from:**

Helen E. Sandfort
Director, Fine Arts
75 South Washington Avenue
Columbus, Ohio 43215

ELECTRICITY AND ELECTRONICS STUDY, GRADES 10–12—A course of study in electricity and electronics was established to give students a basic understanding of their principles and applications. It is beneficial for those desiring further education in the science and engineering fields and for those preparing for employment in machine operation fields, business data processing, and servicing or maintenance.

Students were selected for the program on the basis of tests and interviews. Regular classroom and laboratory methods are used in instruction. In the electricity course, students learn to service some electrical equipment, appliances, and devices. Students in Electronics I construct and service simple electronic devices as a practical application of their knowledge. Electronics II includes training in constructing and servicing communication and industrial control systems.

Advisory and staff committees have evaluated the course and consider the results favorable. Different schools in the system are now in the process of developing a course of study for the program. There has been a problem in securing competent personnel to teach the course, and the armed services or industry often serve as sources.

Additional Information

School District: Columbus **Content Area:** industrial arts and trade and industrial education **Organization:** high school **Grade(s):** 10–12 **Number of Teachers Involved:** 7 **Special Personnel:** industrial arts teachers with industrial or service experience **Number of Pupils Involved:** 630 **Prerequisites for Pupils:** grade level—superior and average students **Grouped According to:** mental ability, test scores, aptitude test scores, and inventoried interests **Minutes per Day:** 45–90 **Minutes per Week:** 225–450 **Method of Funding:** local funds **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** yes—by advisory and staff committees **Written Description:** in progress **Additional Information May Be Secured from:**

R. O. Knight, Director
Industrial Education
270 East State Street
Columbus, Ohio 43215

A STUDY OF SPELLING TEST SCORES INVOLVING PROGRAMED LEARNING—The experimentation in programed spelling study, conducted in the elementary school, was an attempt to discover if the students' spelling ability would improve through a programed instruction method using teaching machines. Gains made by these students were compared to gains made by students using current textbook methods. The school officials were interested in programed instruction because it lessens the teacher-student ratio problem, allows students to complete work at their own rate, and enables average and above-average students to save time.

Sixty students were involved in the study for twelve weeks or two six-week grading periods. The TMI-Grolier programed textbook was used because it contains all the characteristics of a teaching machine. Two spelling tests of 125 words each were developed; Test I was given at the beginning of the study, and Test II at the end of the twelve-week period.

The study results show that the experimental group, using the programed textbook, scored higher gains after eight weeks of study than the control group, using the conventional methods. The students liked the principles and philosophy of programed learning better than those of the traditional methods, and they felt that they learned with the new method. However, they were dissatisfied with the physical properties of the particular programed textbook used in the study.

Additional Information

School District: Columbus **Content Area:** English language arts and spelling **Organization:** elementary **Grade(s):** 6 **Number of Teachers Involved:** 3 **Number of Pupils Involved:** 60 **Prerequisites for Pupils:** all 6th graders **Grouped According to:** mental ability test scores, personality test scores, grades, achievement test scores, and teacher judgment **Materials or Equipment Necessary:** programed instruction using books and machines **Minutes per Day:** 30 per class **Minutes per Week:** 150 **Method of Funding:** local school district fund **Inaugurated:** January, 1962 **Terminal Date:** continuous **Evaluation:** not applicable (hypothesis of research project accepted) **Written Description:** available **Additional Information May Be Secured from:**

James L. Tefft, Principal
Forest Park School
5535 Sandalwood Boulevard
Columbus, Ohio 43224

SECONDARY SOCIAL STUDIES PROGRAM: AMERICANISM VERSUS COMMUNISM—Faced with the need to teach Communism in comparison with democracy, the teachers of American government required a syllabus. Consequently, a representative group of teachers developed a guide for teaching the "Principles of Democracy" in the twelfth grade.

The guide produced consists of five units. The units carry the following titles: "The Origin of American Government, How It Functions"; "The Origin of Communist Government, How It Functions"; "Techniques of Communism"; "How Communism Controls People's Lives"; "Comparison of Rights in the United States and in Communistic Countries." The course attempts to give students an appreciation of the American way of life as opposed to that of Communism. Students are asked to trace the origin of a particular right and its history in the United States. They then determine if this right exists or ever existed in Communist countries. Another interesting aspect of the course involves student research on the contribution of ideas of men like Plato, Sir Thomas More, Karl Marx, and Nikita Khrushchev to the growth of Communism. The curriculum guide also includes other topics for research, a list of basic terms, and separate bibliographies for students and teachers.

Additional Information

School District: Columbus **Content Area:** social studies **Organization:** high school **Grade(s):** 12 **Number of Teachers Involved:** 35 **Number of Pupils Involved:** 4,000 **Prerequisites for Pupils:** all 12th graders **Minutes per Week:** varies **Method of Funding:** local board of education funds **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

L. W. Huber, Assistant Superintendent
270 East State Street
Columbus, Ohio 43215

A COMPREHENSIVE TEACHERS' GUIDE FOR STUDENT EVALUATION—The elementary school staff has prepared a manual to serve as a ready reference to assist the teacher in evaluating skill development by grade level progression. The purpose of such systematic evaluation is to identify better a student's difficulty for possible referral for further evaluation. The manual is organized in terms of grade level expectancies at the end of a school year, as determined by available objective measures, in the basic skill subjects of reading, writing, arithmetic, and English. The teacher is presented with a list of age level characteristics in motor, physical, and social development. A similar list of characteristics of typical children is presented to aid in identifying children with special problems.

Teachers have been advised to use the manual to:

1. Determine specific grade level skill deficiencies by evaluating the grade level expectancies and the appropriate test reference.
2. Observe the behavior of the child.
3. Examine mental ability scores and relate to intelligence quotient expectancy chart.
4. Examine the health record of the child.
5. Determine the appropriate level of functioning for the child and the remedial procedures to be employed, if these are indicated; or if the learning problems cannot be adequately identified or remedied, the child is referred for further evaluation by completing the referral form.

This manual is still being evaluated in terms of its usefulness and effectiveness.

Additional Information

School District: Grandview Heights **Content Area:** reading, English, writing, spelling, and mathematics **Organization:** elementary **Grade(s):** K–6 **Number of Teachers Involved:** 30–35 **Number of Pupils Involved:** 1,680 **Prerequisites for Pupils:** all pupils **Time Involved:** monthly meetings to discuss manual **Method of Funding:** local school district funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** in progress **Written Description:** available **Additional Information May Be Secured from:**

Robert A. Timmons, Superintendent
1587 West Third Avenue
Columbus, Ohio 43212

TEAM TEACHING PILOT PROJECT FOR ELEMENTARY SCHOOL—The professional school personnel believed that team teaching would provide instruction that would better meet the needs of pupils, especially at the fifth- and sixth-grade levels. The staff thought the following could be achieved through a team teaching program: providing experiences tailored to the needs of each individual; adding flexibility to the program designed during the school year; reorganizing instructional units when necessary; varying the size of classes or groups; and continuing the evaluation of learning experiences.

The physical plant was designed for team teaching, but school personnel believed that specific emphasis had to be directed toward teacher preparation. The teachers selected had to be in sympathy with the philosophy of team teaching, and to have a personality compatible with other teachers. Balance of strength in various curricular areas was another important consideration. The teachers were prepared for team teaching through in-service education at the school and attendance at a conference devoted to team teaching.

Teachers participating in the program have found challenges in presenting materials to large groups, in working with basic elements of program organization such as grade range, and in issuing pupil marks.

Additional Information

School District: Worthington **Content Area:** art, physical education, language arts, health-safety, arithmetic, music, science, and social studies **Organization:** elementary **Grade(s):** 5–6 **Number of Teachers Involved:** 5 **Number of Pupils Involved:** 153 **Grouped According to:** IQ, achievement tests, interests, school marks, and teacher judgment (small and large groups) **Material or Equipment Necessary:** visual projectors, radio, and TV **Minutes per Week:** full time **Method of Funding:** local board of education funds **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** plans to evaluate **Written Description:** in progress **Additional Information May Be Secured from:**

Robert D. Fisher, Principal
6500 Northland Road
Worthington, Ohio 43085

DISTRIBUTIVE EDUCATION, GRADE 12—The distributive education program was developed to provide skills and practical training for both terminal students in the high school (approximately 70 per cent of the total student body) and students who are college bound. The program attempts to promote good student attitudes toward work, good work habits, and feelings of self-respect and achievement. It also attempts to provide student guidance and limited supervised experience in a working situation. The work experience is correlated with a double period of classroom instruction.

The program has been well accepted by the community, for it serves an educational and vocational need and also provides part-time help to employers. Evaluation shows the following results: students have achieved a high permanent employment rate at their supervised place of training; many who have had no goal or objective have been provided with a sense of direction; and dropouts have been reduced.

The school system has found that college bound students can benefit in several ways from a vocational education program. Distributive education has been good experience for college students seeking part-time employment; the program has proved beneficial to those students interested in retailing on a college level; and students from the program after securing a B.S. degree in education plus a field experience background have made outstanding distributive education coordinators.

Additional Information

School District: Reynoldsburg **Content Area:** business **Organization:** high school **Grade(s):** 12 **Number of Teachers Involved:** 1 **Number of Pupils Involved:** 25 **Prerequisites for Pupils:** 12th grade **Grouped According to:** aptitude test scores, grades, and teacher judgment **Materials or Equipment Necessary:** part-time community employment **Minutes per Day:** 90 per class **Minutes per Week:** 450 **Method of Funding:** local, state, and Federal funds **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** yes **Additional Information May Be Secured from:**

O. K. Rogers, Teacher-Coordinator
Distributive Education
6699 East Livingston Avenue
Reynoldsburg, Ohio 43068

UNGRADED PRIMARY PROGRAM—Two years of study of the ungraded primary by the teachers at the school preceded this program so that pupils and teachers were not placed into an educational venture unprepared. Parents were also informed of the program and its operation before it was initiated.

The program is broken down into six levels with nine levels of reading instead of the previous three grades. There is no radical difference in the teaching techniques used. In this program, the teachers are better able to recognize the physical, mental, and social growth of each pupil. Each child progresses at his own rate, and he does not repeat work he has mastered. The child moves from level to level after teachers, principal, and parents have agreed on his advancement.

Formal report cards are sent to the child's home four times a year, but the parent-teacher conferences that are held are more significant. These conferences are held twice a year with additional ones scheduled when necessary.

Additional Information

School District: Mount Vernon **Content Area:** all areas of the curriculum **Organization:** elementary **Grade(s):** 1–3 **Number of Teachers Involved:** 6 **Number of Pupils Involved:** 152 **Prerequisites for Pupils:** none **Grouped According to:** age, mental ability, achievement tests, and teacher judgment **Materials or Equipment Necessary:** programed instruction and new materials **Minutes per Day:** all day **Minutes per Week:** full time **Method of Funding:** local school district funds **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Richard D. Cumberland, Principal
Box 352
Gambier, Ohio 43050

ENGLISH HONORS PROGRAM, GRADE 12—This program was introduced to meet the needs of those seniors enrolled in college preparatory English who have mastered grammar and basic composition. It is designed to prepare them better for advanced English courses in college.

The objectives are to prepare some students to take the Advanced Placement Test in English and to expose all of the participants to an advanced level of comparative analysis of many types of literature not normally covered in the usual senior English course. Aristotle's *Rhetoric* and *Poetics* have been added in addition to the college level rhetoric and logic texts used. Extensive research is done by the students so that library and reference techniques are strengthened. Discussions, recitations, and individual reports are comparative in nature; all written work is based on the literature being evaluated.

An evaluation of the program is being planned after the participants have completed their first college English course.

Additional Information

School District: Geneva Area **Content Area:** English language arts **Organization:** high school **Grade(s):** 12 **Number of Teachers Involved:** 1 **Special Personnel:** professional teaching staff **Number of Pupils Involved:** 21 **Prerequisites for Pupils:** superior **Grouped According to:** achievement tests, marks, and teacher judgment **Materials or Equipment Necessary:** textbooks, library books, and paperbacks **Minutes per Week:** 210 **Method of Funding:** no special funds **Inaugurated:** March 18, 1964 **Evaluation:** plans to evaluate **Written Description:** available **Additional Information May Be Secured from:**

Jeanne R. Jackson, English Teacher
819 Sherman Street
Geneva, Ohio 44041

UTILIZING GROUPING ABILITY IN THE READING PROGRAM—Poor reading performance and lack of student interest in reading motivated the establishment of this program. Its purposes are the improvement of individual reading abilities, the broadening of tastes in reading materials, the mastery of individual reading skills, and a revitalization of teaching techniques in the field of reading.

Children in grades four through eight are tested in September, January, and May with the *Stanford Achievement Test* and ranked according to their reading level. The school believes that a child should be permitted to advance only one grade level beyond his actual grade level because of an "experience lag." The reading groups are small in size, especially in the case of the poor readers (not more than fifteen at this level). In the lowest level reading group—second grade to third grade and three months—remedial instruction in elementary phonics, basic interpretation, sight oral reading, silent reading, and structural analysis is presented. In the advanced group—seventh grade to ninth grade and six months—comprehension and self-expression with diversification of reading materials are stressed. No letter grade in reading is given until the end of the year; however, reports of improvement are given every six weeks.

Results are evident in many areas. The average pupil gain is one year and three months in reading level. Reading averages of each of the grades obtained in January 1965 are above the expected averages. The public library has had to expand greatly its reading selections over the past five years and fewer high school pupils are reading on low levels.

Additional Information

School District: Pymatuning Valley **Content Area:** reading **Organization:** elementary **Grade(s):** 4–8 **Number of Teachers Involved:** 20 **Number of Pupils Involved:** 610 **Grouped According to:** age, achievement, and teacher judgment **Minutes per Day:** 50 **Minutes per Week:** 250 **Method of Funding:** board of education funds **Inaugurated:** September, 1959 **Additional Information May Be Secured from:**

Ralph H. Wagoner, Elementary Supervisor
Andover Elementary School
West Main Street
Andover, Ohio 44003

CURRICULUM STUDY GROUP FOR NEWER MEDIA AND PROCEDURES

CURRICULUM STUDY GROUP FOR NEWER MEDIA AND PROCEDURES—Summer curriculum study groups, composed of three to ten teachers, were established to upgrade the high school curricula. The teachers are paid $100 a week for two weeks to evaluate the present subject program and to revise the program through the use of newer instructional media and educational procedures. The need to expand the material covered in the school's science and mathematics courses has received special attention.

A chairman is appointed before the two-week sessions begin. This person is responsible for directing the revision process of a particular course of study and also for evaluating the new program during the coming year. The curriculum director meets with the chairman prior to the two-week session to select the professional materials needed in the revision process.

Staff members involved in the project report that the revised curriculum guides are more workable and better utilized than previous guides. Teachers are more interested in following the literature and suggestions of national subject-area organizations. One problem the school system had to overcome was the acquisition of adequate funds to pay teachers and secretarial assistants.

Additional Information

School District: Bedford **Content Area:** English language arts, health and safety, and mathematics **Organization:** secondary **Grade(s):** 7–12 **Number of Teachers Involved:** varies, 3–10 **Prerequisites for Pupils:** all students **Minutes per Week:** 2,520 (42 hours per week) **Method of Funding:** local funds **Inaugurated:** Summer, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

William E. Dellard, Director
Secondary Education
475 Northfield Road
Bedford, Ohio 44014

TEAM TEACHING OF CITIZENSHIP IN SOCIAL STUDIES, GRADE 9—The objectives of this team teaching program are to prepare the student for responsible citizenship, to acquaint him with the functions of all levels of government, and to increase his knowledge of economics.

The social studies department wrote the original course of study. All procedures and techniques for the course are planned by the two teachers actually involved in teaching the course. Any changes, additions, or deletions have to be approved by the head of the department and the principal. The librarians and guidance personnel have given their help. Some of the techniques being used in teaching the course are large group lectures, discussion groups, assignment of special readings, and assignment of special projects.

The community has received the program well, and parents of participating students have reported that they themselves have become more interested in government and economics. The students who have participated now are more aware of world happenings.

Additional Information

School District: Bay Village **Content Area:** social studies **Organization:** secondary **Grade(s):** 9 **Number of Teachers Involved:** 2 **Special Personnel:** professional teaching staff, principal, guidance staff, and librarians **Number of Pupils Involved:** 260 **Prerequisites for Pupils:** all 9th graders **Grouped According to:** mental ability, achievement scores, and teacher judgment **Materials or Equipment Necessary:** textbooks and visual projectors **Minutes per Day:** 45 **Minutes per Week:** 225 **Method of Funding:** no special funds **Inaugurated:** September, 1961 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Georgette DeLassus and James L. Sams
29230 Wolf Road
Bay Village, Ohio 44140

SHARING INFORMATION AND EXPERIENCES ON CURRICULUM INNOVATIONS—The curriculum conference, composed of representatives from surrounding school districts, was initiated to determine if there was a need for an exchange of workable educational practices. It seemed likely that the conference would reduce the repetition of the "trial and error" method of experimentation. It was felt that both large and small schools could benefit from such an exchange. Meetings were scheduled every two months.

At the first meeting in September of 1963, the conference discussed its organization and delineated its area of concern. The group decided that sharing sound educational procedures now in practice was more feasible than research or experimental studies, and that the topics of discussion would encompass the total school organization. The educators present decided that curriculum would be the main interest of the group with specific subjects under consideration at each meeting. The agenda is decided at the previous meeting so that any school personnel especially interested in the particular topic may be invited. Participants introduce themselves at each meeting and explain how their respective schools deal with the topic at hand.

At the second meeting, social studies curricula and programs for noncollege bound students were discussed. The third and fourth conferences considered mathematics and data processing. School personnel who have participated in the meetings feel that they have been worthwhile and have facilitated communication among individual school members.

Additional Information

School District: Bedford **Content Area:** all areas **Organization:** elementary and secondary **Grade(s):** K–12 **Number of Teachers Involved:** varies **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Frank H. Brown, Assistant Superintendent
475 Northfield Road
Bedford, Ohio 44014

A SATURDAY MORNING CLASS TO GIVE OCCUPATIONAL SKILLS—Sensing a need to accommodate beginning high school students from crowded urban areas in terms of occupational skills, the school system initiated a Saturday morning class in these areas. The program is financed by the Thomas White Foundation and thus represents a joint effort by a public school system and a private foundation to supplement the educational experiences already supplied by the school.

Classes were organized on Saturday mornings from from 9:30 to 11:30 at two junior high schools. The staff was composed of a guidance counselor, an English teacher, eight counselor trainees and a guidance supervisor from Western Reserve University, two high school seniors in each school, and one program supervisor for both schools. Students participated in the following activities: a field trip to Western Reserve for testing; listening experiences through vocational films and talks by members of various occupations who visited the class; speaking experiences by practicing job interviews and giving brief talks on some occupation; practice in writing skills by filling out personal data forms and job applications and writing compositions on a field trip to Cleveland Hopkins Airport. The class was organized around units of five pupils and a counselor trainee. Teachers and guidance personnel conducted the class through a team approach.

Administrators concluded that extension of the school week was workable, since 85 per cent of the original sample at one school and 63 per cent at the other school remained in attendance until the close of the program. Students felt that the experiences provided by the counselor trainees in the small groups were the most rewarding and interesting experiences of the program. They considered the emphasis on occupational information as the program's most attractive element.

Additional Information

School District: Cleveland **Content Area:** communications skills **Organization:** secondary **Grade(s):** 9 **Number of Teachers Involved:** 7 **Special Personnel:** guidance counselors and guidance trainees **Number of Pupils Involved:** 89 **Prerequisites for Pupils:** grade level and average plus other selected students **Grouped According to:** units of 5 **Minutes per Day:** Saturday—120 **Minutes per Week:** 120 **Method of Funding:** private foundation funds **Inaugurated:** Spring, 1964 **Terminal Date:** June, 1964—pilot study **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Joseph L. Mazur, Chief
Bureau of Educational Research
1380 East Sixth Street
Cleveland, Ohio 44114

CITYWIDE TRANSITION TO COMPREHENSIVE HIGH SCHOOLS, GRADES 10–12—The public high schools in the city have changed from academically oriented to completely comprehensive schools. This transition was made in an attempt to increase the holding power of the high school, to prepare noncollege high school graduates and nongraduates better for employment, and to provide special opportunities not only for the gifted but also for mechanically oriented and the culturally deprived.

The school system faced the problem of financing the construction of two new buildings and the remodeling of all existing ones. Conferences with business, labor, and industrial leaders were necessary to devise appropriate programs. In establishing vocational courses, school officials also relied on recommendations from the Ohio State Employment Service in terms of existing job vacancies and future opportunities. Courses for vocational education in business, home economics, distributive education, trade and industrial education, horticulture, and post high school training were offered. The school system also established single skill and multiskill classes for less able students, plus work-study classes for school dropouts who have returned to school. In-service training programs were established for teachers.

The shift to a comprehensive program has had the following results: a 92 per cent placement record for students, improved holding power and eventual job placement for the less able, and an increase in the number of academically talented students qualifying for advanced placement college credit.

Additional Information

School District: Cleveland **Content Area:** industrial arts, trade and industrial education, technical education, agriculture, art, business, and home economics **Organization:** high school **Grade(s):** 10–12 **Number of Teachers Involved:** 1,037 (includes principals and assistants) **Number of Pupils Involved:** 24,490 **Prerequisites for Pupils:** all students **Grouped According to:** age, mental ability test scores, achievement test scores, expressed interests, and teacher judgment (smaller and larger groups) **Materials or Equipment Necessary:** employment for work-study aspect **Method of Funding:** state and Federal funds plus vocational education support **Inaugurated:** 1962 **Terminal Date:** 1967 **Evaluation:** partially, through pilot studies—plan to use job placement record, rate of dropouts, and percentage of students entering college and their degree of success **Written Description:** available **Additional Information May Be Secured from:**

William R. Mason, Director,
Technical-Vocational Education
1380 East Sixth Street
Cleveland, Ohio 44114

VOCATIONAL HORTICULTURE, GRADES 10–12—Unemployment of youth in a large urban area can be a serious problem. In an attempt to alleviate this problem, the school system expanded its vocational program in horticulture to include activities applicable to urban areas. The basic purpose of the program was to equip students with the necessary skills for employment in horticultural fields; however, it was also likely to have a long-range effect on the city's physical appearance. The school system received reimbursement for the program under the Smith-Hughes Act.

Two committees were established to implement the program. The Industry Advisory Committee recommended the types of training necessary and the job opportunities available. Plans were made for on-the-job training and placement by industry. The Guidance Committee selected students for the program. Specific training was offered in landscaping, floriculture, ornamental horticulture, fruit and vegetable production and marketing, conservation, horticulture mechanics, and horticulture economics.

A total of 120 students have been enrolled in the classes. Results of the program include the completion of 118 cooperative projects, the placement of 21 students, and the establishment of an FFA chapter with a present membership of 25. In the Spring of 1964, two classes were held for 60 adult employees. Six such classes were planned for the fall of 1964 with 62 pre-enrollments.

Additional Information

School District: Cleveland **Content Area:** agriculture, science, and technical education **Organization:** high school **Grade(s):** 10–12 **Number of Teachers Involved:** 5 **Special Personnel:** persons with college training in horticulture or agriculture education **Number of Pupils Involved:** 120 **Prerequisites for Pupils:** all students (an elective course, but guidance counselors aid in selection) **Grouped According to:** inventoried interests and smaller groups **Materials or Equipment Necessary:** on-the-job training for pupils **Minutes per Day:** 90 Minutes per week: 450 **Method of Funding:** local school district, state, and Federal funds **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** yes—enrollment progress, on-the-job placements, Advisory Committee evaluation, and state reports and supervision **Written Description:** available **Additional Information May Be Secured from:**

Herbert G. Meyer, Supervisor
1380 East Sixth Street
Cleveland, Ohio 44114

WORK-STUDY PROGRAM FOR SCHOOL DROPOUTS, GRADES 9–12—After conducting an Unemployed Out-of-School Youth Survey and finding that these youth wished to return to school for training, the school system initiated a part-time employment and class program. The Occupational Planning Committee of the Welfare Federation cooperated both in the initial study and in the resulting program.

Applicants selected for the program had to attend job orientation classes about three hours a day for four to six weeks, with no part-time work involved. Candidates either had to work toward high school graduation or to take courses for vocational competence under the direction of the work-study coordinator and with parental approval. Arrangements were made for student employment at a suitable wage. Jobs were found in the home neighborhood to reduce travel and costs and to make the results of the program evident in the community.

The school system expected to have approximately 220 students enrolled in the program during the second semester of 1965. At present, 71 students have part-time jobs and 50 are in the Hospital Cooperative Training Program. Excluding the graduating class of January 1965, the program has had 36 graduates: 24 are fully employed; 7 are housewives; 2 are in the Community College; 1 is in a seminary; and 2 are unemployed.

Additional Information

School District: Cleveland **Content Area:** business, English language arts, health, home economics, industrial arts, mathematics, science, social studies, and trade and industrial **Organization:** high school **Grade(s):** 9–12 **Number of Teachers Involved:** 9 **Number of Pupils Involved:** 250 **Prerequisites for Pupils:** average and below average; students, 18–20, who have dropped out of school **Grouped According to:** inventoried interests, expressed interests, and smaller groups —dependent on phase of program **Materials or Equipment Necessary:** part-time employment opportunities **Method of Funding:** local school district funds (employers pay students' salaries) **Inaugurated:** April, 1962 **Terminal Date:** continuous **Evaluation:** yes, in terms of interest of youth and employment records **Written Description:** in progress (copy of study preceding the program is available) **Additional Information May Be Secured from:**

John A. Spezzaferro, Assistant Supervisor
2064 Stearns Road
Cleveland, Ohio 44106

BASIC MECHANICS, ELECTRICITY, AND APPLIANCE REPAIR, GRADES 7-12—As a result of reorganization of the junior high school industrial arts program, a new program of basic mechanics was established. This program offers instruction in woodworking, plastics, graphic arts, and metals. To maintain continuity, the school staff has initiated an industrial arts curriculum at the senior high school level for the city's depressed areas. This program for potential dropouts stresses appliance repair.

The basic mechanics program was designed to provide instruction in the principles of mechanics through a combination of applied mechanics, power mechanics, and electricity. The course is designed to develop the student's curiosity, imagination, and initiative, and to encourage him to explore mechanical devices.

The course of study in appliance repair presents a basic understanding of electricity, plumbing, gas, and building fundamentals. This knowledge may be applied when servicing, maintaining, and repairing appliances. In addition to teaching practical skills, the course offers instruction in mathematics, social science, general science, and mechanical drawing as they are needed to learn the fundamentals of service repair work.

This course tends to bridge the gap between the regular industrial arts program and specialized training. The objective of each unit in appliance repair is to develop a salable skill; however, it is expected that after having developed the fundamental skills, students may continue their training in one of the areas of appliance mechanics at a technical institute.

Additional Information

School District: Cleveland **Content Area:** industrial arts **Organization:** secondary **Grade(s):** 7–12 **Number of Teachers Involved:** 184 **Number of Pupils Involved:** 22,577 for industrial arts **Prerequisites for Pupils:** potential dropouts **Minutes per Day:** junior high school—45; senior high school—90 **Minutes per Week:** junior high school—225; senior high school—450 **Method of Funding:** local board of education funds **Inaugurated:** January, 1960 **Terminal Date:** continuous **Evaluation:** plans to evaluate **Written Description:** available **Additional Information May Be Secured from:**

Ralph R. Akers
Supervisor of Industrial Arts
1380 East Sixth Street
Cleveland, Ohio 44114

ENGLISH SKILLS PROGRAM FOR BELOW-AVERAGE STUDENTS, GRADES 10-12—When the board of education passed a resolution requiring four years of English for all high school students, school administrators and teachers were faced with the problem of organizing an English program designed to meet the needs of below-average students. A program was inaugurated that would develop reading, writing, speaking, and listening skills to help promote good citizenship and gainful employment.

The tenth-grade English skills course is centered on reading—correcting basic reading problems and reviewing elementary reading skills. The course seeks to strengthen and develop further reading skills.

In the eleventh grade, emphasis is placed on writing—biographical and vocational essays, letters, and simple expository prose. The latter is based on reading, with American literature as the focus.

In the twelfth grade, a utilitarian oral communications course is given to help students function more competently during their remaining school year, on the job, and in social and organizational situations. Although this is not a public speaking course, the development of speaking skills is central.

Since many of the weaknesses of slow learners arise from lack of motivation and from gaps in learning caused by transiency, illness, emotional difficulties, and family problems, the students for whom this program is designed need a great deal of personal attention. Therefore, small, homogeneous classes are needed if students are to receive individual attention.

Additional Information

School District: Cleveland **Content Area:** English **Organization:** high school **Grade(s):** 10–12 **Number of Teachers Involved:** 75 **Number of Pupils Involved:** 8,500 **Prerequisites for Pupils:** below average **Grouped According to:** IQ, interests, school marks, and teacher judgment **Materials or Equipment Necessary:** recorders, packaged kits, films, radio, and team teaching **Minutes per Day:** 40 **Method of Funding:** local board of education funds **Inaugurated:** January, 1962 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Verda Evans, Supervisor
English and Language Arts
1380 East Sixth Street
Cleveland, Ohio 44114

ACCELERATED MATHEMATICS FOR THE ACADEMICALLY TALENTED, GRADES 7–12—

The school system's accelerated mathematics program begins in the seventh grade and continues through the twelfth grade. Students selected for the accelerated program in the seventh grade receive instruction in both seventh- and eighth-grade mathematics. In the eighth grade, the talented students study the first year of algebra. In the ninth grade, they take an integrated course of plane and solid geometry. The program continues in the tenth grade with Algebra III (intermediate) and trigonometry. The eleventh-grade students study Algebra IV (college level) one semester and advanced mathematics one semester. Then in the twelfth grade, they receive instruction in analytic geometry and calculus.

This accelerated program gives academically talented students an opportunity to begin the study of college preparatory mathematics in an earlier grade and complete one and one-half years more of such courses than is ordinarily possible. Students whose educational and career plans do not require additional mathematics are able to schedule subjects to provide more thorough preparation in their area of major interest.

Additional Information

School District: Cleveland **Content Area:** mathematics **Organization:** secondary **Grade(s):** 7–12 **Number of Teachers Involved:** 120 **Special Personnel:** administrators and guidance counselors **Number of Pupils Involved:** 2,387 **Prerequisites for Pupils:** superior **Grouped According to:** IQ, achievement, marks, and teacher judgment **Materials or Equipment Necessary:** projectors, films, and TV **Minutes per Day:** 45 **Method of Funding:** local board and state funds **Inaugurated:** September, 1960 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Lawrence Hyman
Directing Supervisor of Mathematics
1380 East Sixth Street
Cleveland, Ohio 44114

HONORS—ADVANCED PLACEMENT IN ENGLISH, GRADES 10–12—

The Honors-Advanced Placement English Program was organized to meet the needs of able learners in grades ten through twelve. The content was developed by cooperating English teachers and the English Experimental Center at one of the city high schools. A grant from the Division of Special Education of the State Department made possible the teacher workshops and three summer curriculum sessions for producing a teacher's guide for English Honors.

The general plan of the Honors Program was to accelerate the study of literature and composition in a two-year program leading to Advanced Placement English. To free the twelfth grade for a college level course, the tenth-grade English honors course contains substantial parts from the regular tenth-grade English course, plus material from regular eleventh-grade English. The eleventh-grade course includes some material from regular eleventh-grade English, together with substantial parts of regular twelfth-grade English. The Advanced Placement Program, given in the twelfth grade, is based on suggestions of the College Entrance Examination Board, as presented in the *Advanced Placement Program: Course Descriptions.*

The Advanced Placement English Program has two special features to extend its scope: a series of twelve enrichment lectures held on Monday evenings, and a series of workshops for teachers of Advanced Placement English.

A summer reading program for the Honors–Advanced Placement students is distributed in the spring of each year. The lists are to be used by students in their preparation for the subsequent year of English. This practice gives students the more extensive reading background needed for the Advanced Placement Examination, and provides teachers with a challenging opening unit for each year's work.

Additional Information

School District: Cleveland **Content Area:** English **Organization:** high school **Grade(s):** 10–12 **Number of Teachers Involved:** 25 **Number of Pupils Involved:** 500 **Prerequisites for Pupils:** superior **Materials or Equipment Necessary:** radio, films, recordings, and visual projectors **Minutes per Day:** 40 **Method of Funding:** local school board and state funds **Inaugurated:** September, 1960 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Verda Evans, Supervisor
English and Language Arts
1380 East Sixth Street
Cleveland, Ohio 44114

SATURDAY MORNING WORKSHOP FOR THE SCIENCE TALENTED, GRADES 8–12—To enrich the science program for brighter students, scientists from industry and research laboratories meet with junior and senior high school students and discuss research in their particular fields. An effort is made to inculcate the technique of the scientific method by encouraging construction of science projects. Although students are not expected to do original research by working on the projects, they should gain insight into a few of the problems encountered by research scientists in their work.

Students are given the opportunity to visit various colleges and universities in the area and to tour the laboratories of industrial, governmental, and private research organizations. Such field trips permit students to become more aware of the opportunities in science that are available locally.

Additional Information

School District: Cleveland **Content Area:** science **Organization:** secondary **Grade(s):** 8–12 **Number of Teachers Involved:** 2 **Special Personnel:** scientists, engineers, and college professors **Number of Pupils Involved:** 120 **Prerequisites for Pupils:** superior **Minutes per Day:** 120 **Minutes per Week:** 240 **Method of Funding:** local board of education funds **Inaugurated:** February, 1958 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Sanford M. Eisler, Supervisor of Science
1380 East Sixth Street
Cleveland, Ohio 44114

INTRODUCTION TO MEDICAL TECHNOLOGY, GRADE 12—A medical technology program was established at a high school in a culturally deprived area of the city to help reduce the incidence of dropouts. The program provides academically talented youths who are unable to continue their education at the present time an opportunity to find meaningful employment. It offers specific training in basic laboratory techniques related to medical technology (hematology, urinalysis, histology, bacteriology, serology, and parasitology). Training in keeping laboratory records, communication, and handling of specimens is also provided. Medical office procedures, conduct, ethics, and personnel relationships are stressed.

This program is designed to supply hospitals and medical laboratories with a pool of high school graduates trained to perform simple and basic laboratory analysis. It is hoped that students will ultimately be able to continue their education to meet the requirements for certificated medical technologists.

Additional Information

School District: Cleveland **Content Area:** science **Organization:** high school **Grade(s):** 12 **Number of Teachers**

Involved: 1 **Number of Pupils Involved:** 20 **Prerequisites for Pupils:** satisfactory achievement in biology and chemistry **Grouped According to:** IQ, achievement, and school marks **Minutes per Day:** 80 **Minutes per week:** 400 **Method of Funding:** local school board funds **Inaugurated:** September, 1964 **Terminal Date:** continuous **Evaluation:** in progress **Written Description:** available **Additional Information May Be Secured from:**

Sanford M. Eisler, Supervisor of Science
1380 East Sixth Street
Cleveland, Ohio 44114

BACK-TO-BACK MATHEMATICS AND PHYSICS, GRADES 11 AND 12—Fifty superior students are scheduled into a three-period daily block of time. This long period is planned to provide mathematics and physics experiences in a related fashion. Two specially educated teachers conduct the program, which includes laboratory and classroom activities.

The introduction of the Physical Science Study Committee (PSSC) physics curriculum pointed up the students' need for a more sophisticated development of mathematics skills. The purpose of the mathematics-physics program is to teach more effectively the mathematics needed for the new physics by relating laboratory and classroom work to both subject-matter areas. Any school system trying this program is advised to select the cooperating teachers carefully to make certain that each reflects a similar philosophy of curriculum development.

Additional Information

School District: Lakewood **Content Area:** physics and mathematics **Organization:** high school **Grade(s):** 11–12 **Number of Teachers Involved:** 2 **Number of Pupils Involved:** 50 **Prerequisites for Pupils:** superior **Grouped According to:** achievement and mental ability **Minutes per Day:** 3 periods **Inaugurated:** September, 1962 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Arthur J. Knape
1470 Warren Road
Lakewood, Ohio 44107

ADVANCED SCIENCE TOPICS FOR SUPERIOR STUDENTS, GRADE 12—The Advanced Science Topics course was organized for superior science students at the twelfth-grade level in place of a course in Advanced Placement Science. Although the course title carries only the word *science,* mathematics is also emphasized as an area of research. Students selected have completed course work in biology, chemistry, PSSC physics, and possibly earth science.

The program demands depth of investigation in the areas of science or mathematics. Students are encouraged to discuss freely the broad spectrum of science and mathematics. They have been able to use areas of their research for oral reports in speech and written reports in composition classes. Both oral and written reporting have shown a decided improvement.

A room was designed specifically for the advanced science course before the high school building was constructed. Since no other classes are held in the room, students are able to set up experiments that entail long periods of time. The room is open each period so that students may work on their projects during their free periods.

A Science Advisory Committee has research scientists in the area available to help improve the program. The scientists have been able to interpret to the public many facets of the science curriculum.

Additional Information

School District: Parma **Content Area:** science **Organization:** high school **Grade(s):** 12 **Number of Teachers Involved:** 1 **Number of Pupils Involved:** 12 **Prerequisites for Pupils:** superior as indicated by inventoried interests, IQ, achievement and aptitude tests, school marks, and teacher judgment **Materials or Equipment Necessary:** technical journals, student science educational journals, packaged kits, and college textbooks **Minutes per Day:** 55 **Minutes per Week:** 275 **Method of Funding:** local board of education funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** in progress **Additional Information May Be Secured from:**

William Schreiner
9999 Independence Boulevard
Parma, Ohio 44130

UNDERSTANDING AND APPRECIATING THE ARTS, GRADES 11 AND 12—This program is an interdepartmental approach to the arts planned by the teachers in music, art, and literature. It was initiated to give students an adequate background for understanding and appreciating the arts. Its purposes are: to show principles common to the arts; to show possibilities of the arts in everyday living; to provide some tools for understanding the arts; and to provide a variety of art, literature, and music and also give an opportunity for thorough and complete study of certain selected works.

The course has been so successful for superior students that it is now being planned for average students. Perhaps its success partially stemmed from the fact that the course of study was in the planning stage three years. Traditional scheduling patterns have been the chief deterrents to the program.

Additional Information

School District: Parma **Content Area:** arts **Organization:** high school **Grade(s):** 11–12 **Number of Teachers Involved:** 3 in each high school **Number of Pupils Involved:** 90 in each high school **Prerequisites for Pupils:** superior **Grouped According to:** student interest and teacher judgment **Minutes per Day:** 55 **Minutes per Week:** 275 **Method of Funding:** local funds **Inaugurated:** September, 1962 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Robert L. Cowden
6726 Ridge Road
Parma, Ohio 44129

ENGLISH HONORS PROGRAM, GRADES 10–12—The English Honors Program was developed to raise the achievement of secondary students in English in order to meet the challenge of the Advanced Placement Program and of the Commission on English of the College Entrance Examination Board. The program seeks to present the best that has been thought and said over a 3,000-year period.

A detailed course of study was written by a teacher of English at the school. The course of study outlines the program weekly for a three-year period covering grades ten to twelve. Class rank, previous English grades, IQ, composition sample, parental permission, and teacher judgment enter into the selection process. The maximum class enrollment is twenty.

Features of the program include a substantial bibliography to facilitate the teacher's research activities and an emphasis on composition when the students are critically examining the literature. Continuity over the three years is achieved by dealing with man's relationship to God; his relationship to society and the state; his search for identity; and the role that suffering plays in his life over the centuries, beginning with the Bible and the writers of ancient Greece and extending to the mid-twentieth-century writers Arthur Miller and J. D. Salinger.

Additional Information

School District: Westlake **Content Area:** English **Organization:** high school **Grade(s):** 10–12 **Number of Teachers Involved:** 1 **Number of Pupils Involved:** 148 **Prerequisites for Pupils:** grade level (10–12), previous year's English grade, IQ (lowest 110), composition sample, and parents' permission **Grouped According to:** mental ability test scores and teacher judgment **Minutes per Day:** 55 per class **Minutes per Week:** 275 **Method of Funding:** no special funds **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Lowell H. Holloway, English Teacher
27830 Hilliard Road
Westlake, Ohio 44091

TEAM TEACHING: PRIMARY—The teaching team, currently composed of five members, is responsible for 120 children. Two teachers conduct four arithmetic groups that are organized according to the children's arithmetic achievement. These two teachers are also jointly responsible for the social studies and science areas for which the groups are combined. There are six language groups with the children divided into twelve reading sections on the basis of reading achievement. The teachers in this area are responsible for reading, English, and spelling. Special areas, such as library activity, physical education, music, and art, have also been introduced.

The instruction takes place in a new one-room facility, 60 by 70 feet. The large open room is used for large group instruction; it can be divided for small group activity.

Children taking part in the program are on the primary-two level. Because of space limitations not all of the children on this level can be accommodated in the special building. Two randomly drawn groups are housed in self-contained classrooms.

Administrators believe that the quality of instruction and planning has improved greatly. The pupils' learning experience has been enriched by having five different teachers, and there has been more time for "one-to-one" teaching. Problems have arisen because of the noise factor and the distractions caused by the more immature pupils during large group activity.

Additional Information

School District: Chagrin Falls **Content Area:** team teaching **Organization:** elementary **Grade(s):** 2 **Number of Teachers Involved:** 5 **Number of Pupils Involved:** 120 **Grouped According to:** age and teacher judgment **Minutes per Day:**

total **Inaugurated:** September, 1961 **Evaluation:** no **Additional Information May Be Secured from:**

Donald Knox
77 East Washington Street
Chagrin Falls, Ohio 44022

TEAM TEACHING: ENGLISH AND LANGUAGE ARTS, GRADES 7-12—The main objective of this program is to provide students with a more complete background in literature and language arts. It was instituted in an effort to bring clarity, logic, and effectiveness to the students' thought.

These objectives are pursued through linguistic instruction and a sequential literature and writing program. Expository writing is introduced at the seventh-grade level, continued intensively through the senior level. Structural linguistics and small group creative writing are introduced at the junior level and carried on through the senior level. Mythology, an introduction to the Old Testament as literature, British and American literature, and world literature are covered in the ninth through twelfth grades.

Each teacher presents his specialties in subject matter and skill areas in lecture periods and discussion; review and testing follow.

Additional Information

School District: Chagrin Falls **Content Area:** English language arts **Organization:** secondary **Grade(s):** 7–12 **Number of Teachers Involved:** 10 **Special Personnel:** professional teaching staff **Number of Pupils Involved:** 750 **Prerequisites for Pupils:** all pupils **Grouped According to:** achievement tests, teacher judgment, and instruction approach, i.e., lecture or discussion **Materials or Equipment Necessary:** individual listening or recording booths, visual projectors, team teaching, planning room, large lecture area, and small classrooms for seminar work **Minutes per Day:** 55 **Minutes per Week:** 275 **Method of Funding:** Federal and community voted funds **Inaugurated:** September, 1961 **Evaluation:** no **Written Description:** yes **Additional Information May Be Secured from:**

Claude R. Colvin, Chairman
Department of English
77 East Washington Street
Chagrin Falls, Ohio 44022

INDIVIDUALIZED APPROACH TO TEACHING, GRADES K–6—The individualized approach to teaching was developed to enable students to progress scholastically at their own rate through a program of improved and individualized instruction. This type of situation allows for individual differences and de-emphasizes unfair competition and comparisons.

When the program was initiated, the objectives were explained to all teachers, and only those who were interested were asked to participate. Those who wished to take part were encouraged to read *Educators Guide to Personalized Reading,* by Dr. W. Barbe, before the program began and to participate in a summer workshop.

Results show that the bright children seem to have been stimulated; the teacher feels more of a responsibility to the slower child now that he is no longer part of a group; and the library is being used more, especially in research. Teachers were concerned at first that children would miss instruction in some skill, but they now feel more secure about the effects of the instruction because of the students' performance on standardized tests.

Additional Information

School District: Beachwood **Content Area:** English language arts, mathematics, science, and social studies **Organization:** elementary **Grade(s):** K–6 **Number of Teachers Involved:** all—11 **Special Personnel:** 6 teachers **Number of Pupils Involved:** 255 **Grouped According to:** age and individualized mastery of content **Time Spent:** total school day **Method of Funding:** no special funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes **Additional Information May Be Secured from:**

N. A. Bazil, Principal
25501 Bryden Road
Beachwood, Ohio 44122

READING LABORATORY, GRADES 8–12—The reading laboratory program operates on a nine-week basis. The participating students take time out from their study halls. Some work for five days a week; others alternate with other classes.

At the beginning and end of the nine-week period, the *Nelson-Denny Test,* forms A and B, is given. Various individual timings and checks on comprehension and vocabulary are made while the program is in operation. The students grade themselves and keep their own records on file in individual folders. A complete evaluation is made at the end of the nine-week period.

The reading improvement program also includes adult education and summer school phases.

Additional Information

School District: West Geauga **Content Area:** reading **Organization:** secondary **Grade(s):** 8–12 **Number of Teachers Involved:** 1 **Special Personnel:** administrators and professional teaching staff **Number of Pupils Involved:** 369 **Prerequisites for Pupils:** all students **Grouped According to:** age and expressed interest **Materials or Equipment Necessary:** shadowscopes, tachistoscope, filmstrip projector, 16 mm projector, controlled reader, graded training films and filmstrips, multigrade books, and exercise books **Minutes per Day:** 45 **Method of Funding:** special local school district fund **Inaugurated:** November, 1961 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Mrs. Helen L. DeVoe
13401 Chillicothe Road
Chesterland, Ohio 44026

ELEMENTARY SCHOOL CAMPING PROGRAM, GRADE 5—In an effort to make the out-of-doors serve as a classroom for students, the school system provided a week's camping experience for each fifth-grade class (plus fourth-grade academically gifted pupils) during the month of September. This camp is part of a well-integrated instructional program, providing exploration in all subject areas through nature and actual experience. Other objectives of the program include: facilitating social behavior among students through a living experience in small cabin groups, developing leadership, broadening children's interests, and developing an appreciation of our natural resources and the beauty of nature.

Supervision is provided by the elementary physical education supervisor (camp director), the classroom teacher, parents, and college students. Pretraining sessions are held for parents.

A teacher's manual has been provided, which includes the program's objectives, equipment and student material lists, a correlation of subject areas and possible nature activities, suggestions for and explanations of these different activities, evaluation techniques, and a day-by-day time schedule of events. The evening program includes both educational and entertaining activities. Each student prepares a camping notebook of daily activities and projects.

Additional Information

School District: Painesville **Content Area:** all areas **Organization:** elementary **Grade(s):** 5th plus 4th-grade academically gifted classes **Number of Teachers Involved:** 11 **Special Personnel:** registered nurse, art and music supervisors, and physical education director **Number of Pupils Involved:** 275 **Prerequisites for Pupils:** class rank **Materials or Equipment Necessary:** camping area **Minutes per Week:** one week during the month of September **Method of Funding:** local school district special fund **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Armand O'Neil
58 Jefferson Street
Painesville, Ohio 44077

CLASS FOR EMOTIONALLY DISTURBED CHILDREN, GRADES 3–5—This class is designed for children whose emotional problems interfere with learning and/or whose behavior is unacceptable in the regular classroom. Tutorial and small group instruction is provided in a setting where children lacking in confidence and needing support can feel free to respond and risk failure. Acceptable behavior is taught by example and demonstration. Student motivation toward academic achievement is encouraged through the careful use of individual rewards and punishment.

Additional Information

School District: Willoughby-Eastlake **Content Area:** emotionally disturbed children **Organization:** elementary **Number of Teachers Involved:** 1 **Special Personnel:** psychologist and social worker **Grouped According to:** achievement, individual tutoring, and teacher judgment **Materials or Equipment Necessary:** audiovisual equipment used extensively **Method of Funding:** state funds **Inaugurated:** September, 1962 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Mildred Collins
38106 Euclid Avenue
Willoughby, Ohio 44094

DEVELOPMENTAL READING, GRADES 3 AND 4—This program proposes to test a developmental and therapeutic approach to third- and fourth-grade boys of average intelligence with reading problems and to develop techniques to cope with them.

Teachers and administrators referred the boys to the psychologist who performed the final screening. Six boys were selected to take part in the program.

Books of several reading levels based on the boys' interests were introduced; a workbench, carpentry tools, and some related books were placed in the project room to stimulate the boys' interest in reading. A typewriter was also available for the boys' use. The remedial approach to the teaching of reading was eliminated.

The project teacher and psychologist who worked with the participants checked closely with the boys' teachers for evidence of progress in areas other than reading. It is hoped that the final evaluation will show that the program was the turning point in learning for those who participated in it.

Additional Information

School District: Painesville **Content Area:** reading **Organization:** elementary **Grade(s):** 3–4 **Number of Teachers Involved:** 1 **Special Personnel:** administrators, professional teaching staff, carpenter, and psychologist **Number of Pupils Involved:** 6 **Prerequisites for Pupils:** average, underachieving in reading **Grouped According to:** age, mental ability, personality, and achievement test scores **Materials or Equipment Necessary:** sound recorders, supplemental books, large-type typewriter, workbench, and work tools **Minutes per Day:** 60 **Minutes per Week:** 300 **Method of Funding:** state funds **Inaugurated:** September, 1963 **Terminal Date:** June, 1964 **Evaluation:** plans to evaluate **Written Description:** in progress **Additional Information May Be Secured from:**

Naomi B. Sinks
58 Jefferson Street
Painesville, Ohio 44077

AUTOMATED CONTROL OF AUDIOVISUAL SERVICES—The administration and board of education have installed data processing equipment, not only to train people to become technicians in the area, but also to provide service for the schools in printing and processing report cards, permanent records, health records, attendance records, test results and analyses, enumerations, special state reports, payroll records, and audiovisual records.

In the audiovisual area, each item is processed by the key-punch operator, who records its title, level, subject area, color or black and white, length, and producer. These cards are used for several purposes, one of which is to print the masters for the *Curriculum Materials Handbook*. The *Handbook* can be revised and multiple copies provided entirely by machine except for the descriptive section of the catalog. The booking system provides an excellent method for evaluating the use of audiovisual aids. The system indicates which teachers use certain items and which schools request a variety of films.

Additional Information

School District: Willoughby-Eastlake **Content Area:** all areas of the curriculum **Organization:** elementary and secondary **Grade(s):** 1–12 **Number of Teachers Involved:** 611 **Number of Pupils Involved:** 12,768 **Materials or Equipment Necessary:** data processing equipment **Method of Funding:** local school board funds **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

James T. Hamilton
38106 Euclid Avenue
Willoughby, Ohio 44094

HIGH SCHOOL SPEED READING, GRADES 11 AND 12—In order to provide students going on to college with additional skills in comprehension and speed reading, a reading program was inaugurated for students in the eleventh and twelfth grades. The program was organized for capable readers who could profit from the eye training that would enable them to read faster. A concerted effort was also made to increase comprehension and vocabulary skills in the basic areas of the high school curriculum.

Increased reading speed was achieved by the use of reading machines and special books. The Craig Reading Program A was used to establish proper eye movements. The Rateometer was used to control reading speed in any type of printed material. Science Research Associates (SRA) *Better Reading Book Number 3* helped to increase speed, comprehension, and terminology. The SRA *Reading Laboratory IV*, college preparatory edition, improved speed, comprehension, and enlarged vocabulary.

Over the two years the reading program has been in effect, students have averaged an increase in speed of 220 words per minute. The average increase in comprehension was approximately nine percentage points.

Additional Information

School District: Campbell **Content Area:** reading **Organization:** senior high school **Grade(s):** 11–12 **Number of Teachers Involved:** 1 **Number of Pupils Involved:** 70 **Grouped According to:** superior, based on marks and teacher judgment **Materials or Equipment Necessary:** teaching machines and packaged kits **Minutes per Day:** 50 **Minutes per Week:** 250 **Method of Funding:** local board of education funds **Inaugurated:** Summer, 1962 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

John R. Cvengros, Reading Supervisor
280 Sixth Street
Campbell, Ohio 44405

TEAM TEACHING: AMERICAN HISTORY, GRADE 11—The team teaching approach was used to improve the quality of social studies instruction. After various committee meetings involving the administration and team members, a course outline and other plans were developed. During the summer months, they worked on learning materials.

Both the lectures and the testing program were geared to various ability groups. Each lecture was taped so that the exact information given during each period could be checked later. This was valuable for assisting in make-up work for students who are absent.

The program has improved social studies instruction and teacher morale. Much of its success can be attributed to the way the team members complement one another in methods, interest, and ability.

Additional Information

School District: Boardman **Content Area:** social studies **Organization:** high school **Grade(s):** 11 **Number of Teachers Involved:** 4 **Special Personnel:** administrators and professional staff **Number of Pupils Involved:** 316 **Prerequisites for Pupils:** all 11th-grade pupils **Grouped According to:** larger groups and groups within team units **Materials or Equipment Necessary:** sound recorders, visual projectors, recordings, and films **Minutes per Day:** 45 **Minutes per Week:** 225 **Method of Funding:** no special funds **Inaugurated:** September, 1961 **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

Grant F. Kibbel
7410 Market Street
Youngstown, Ohio 44512

AUDITORY FEEDBACK AND READING COMPREHENSION, GRADE 7—The reading program is organized to enable pupils to develop paraphrasing skills that may be used in content areas, and to engage pupils actively in learning.

Pupils are given a student interest inventory and a home information questionnaire. Reading tests, psychological tests, and an informal inventory are also administered. Thus, pupils' reading problems that result in poor achievement or in a reading level two to three years below grade level may be corrected.

The program consists of daily exercises in paragraph paraphrasing by silent reading, paraphrasing into a tape recorder, answering open-ended questions, intensive listening to paraphrasing, checking answers (self-evaluation), and paraphrasing an entire selection.

At the end of the semester, pupils were more enthusiastic about methods of presentation. Oral paraphrasing and recognition of paragraph construction had improved. The written work in relation to content, structure, punctuation, and handwriting also showed improvement.

Additional Information

School District: Springfield **Content Area:** reading **Organization:** junior high school **Grade(s):** 7 **Number of Teachers Involved:** 2 **Special Personnel:** psychologists and guidance counselor **Number of Pupils Involved:** 31 **Prerequisites for Pupils:** average or average with adjustment problems **Grouped According to:** IQ, personality, and achievement tests **Materials or Equipment Necessary:** listening booths, teaching machines, and sound recorder **Minutes per Day:** 45 **Method of Funding:** local funds **Inaugurated:** January, 1964 **Terminal Date:** continuous **Evaluation:** being evaluated **Written Description:** not available **Additional Information May Be Secured from:**

Eleanore E. Begalla, Remedial and Development Reading Instructor and Consultant
Springfield Local Schools
Petersburg, Ohio 44454

ENRICHMENT CLASS LANGUAGE ARTS, GRADES 5 AND 6—The enrichment program originally involved pupils in grades four through six, but later it was limited to grades five and six. The program was conducted with the aid of Kent State University; the county elementary school supervisor served as a liaison person between the school and the University.

The primary emphasis was placed on language arts skills. Reading was broadened to include the classics, independent titles, and poetry. Various phases of reading and the purposes of reading were discussed and studied. Considerable attention was given to the writing skills and oral expression. Creative writing, both prose and poetry, was undertaken. Pupils were encouraged to criticize their own and others' work.

The mathematics and social studies programs were continued as usual, without the extreme emphasis on enrichment. However, science was structured entirely for the unit approach.

As a result of the enrichment program, organizational skills improved, and students have shown evidence of doing more independent work.

Additional Information

School District: Rootstown **Content Area:** language arts, health and safety, mathematics, science, and social studies **Organization:** elementary **Grade(s):** 5–6 **Number of Teachers Involved:** 1 **Special Personnel:** county supervisors **Number of Pupils Involved:** 27 **Prerequisites for Pupils:** superior and average **Grouped According to:** IQ, achievement test scores, inventoried interests, and pupils' marks **Materials or Equipment Necessary:** recordings, films, and much more reading material **Minutes per Week:** 330 **Method of Funding:** local board of education funds **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Dorothy Dundon, Principal
State Route 44
Rootstown, Ohio 44272

CITYWIDE USE OF THE PLANETARIUM, GRADES 4, 6, 8, AND 12—All pupils in grades four, six, eight, and twelve are given the opportunity to visit a new planetarium as part of a unit of study in astronomy. The program is designed to teach the basic understandings and facts about the solar system, to arouse interest in astronomy and space, and to develop an appreciation of man's space accomplishments.

Classroom teachers were given in-service instruction in astronomy, and a course of study was developed for each grade level. Two additional planetarium teachers were employed to carry out the program.

Additional Information

School District: Akron **Content Area:** astronomy **Organization:** elementary and secondary **Grade(s):** 4, 6, 8, and 12 **Special Personnel:** two planetarium teachers **Number of Pupils Involved:** 9,139 **Materials or Equipment Necessary:** planetarium **Method of Funding:** local funds **Inaugurated:** 1963 **Written Description:** available **Additional Information May Be Secured from:**

Virginia M. Lloyd
70 North Broadway
Akron, Ohio 44308

LANE COMMUNITY SCHOOL BASIC EDUCATION PROGRAM, K–ADULT—The Lane Community School program provides extended educational opportunities for children and adults in a densely populated inner-city neighborhood through remedial teaching, skill development, cultural experiences, and intergroup experiences.

All age groups are included. Prekindergarten classes are held for three- and four-year-olds, many of whom have not had sufficient home stimulation to learn to talk or express their feelings and often would have adjustment problems upon entering kindergarten. Remedial reading and arithmetic are offered for the upper-elementary children. An adult education program includes the teaching of basic reading, arithmetic, English, and typing. Clubs have been formed for all age groups, and community projects have been organized.

Funds are provided by the Akron Community Trusts and the Akron Board of Education. Policy is set by a lay board of trustees. The program has been promoted by a lay committee of local citizens from the area. In general, there has been a great deal of local interest in the program. Many local groups have cooperated with the school system.

Additional Information

School District: Akron **Content Area:** all areas **Organization:** elementary, secondary, and postsecondary **Grade(s):** prekindergarten–12, adult **Number of Teachers Involved:** 23 **Special Personnel:** administrators, professional teaching staff, and community citizens **Number of Pupils Involved:** 1,200 in gym activities; regular classes: 659 children and 281 adults **Prerequisites for Pupils:** must reside within specified inner-city district **Grouped According to:** age, achievement tests, expressed interests, and teacher judgment **Materials or Equipment Necessary:** textbooks, sound recorders, packaged kits, visual projectors, recordings, and films **Minutes per Day:** 60 or 120, depends on pupil age and course **Minutes per Week:** 240, depends on pupil age and course **Method of Funding:** local school district funds, special fund established by a private foundation **Inaugurated:** January, 1964 **Evaluation:** in process **Written Description:** available **Additional Information May Be Secured from:**

Mrs. Theresa Haney
70 North Broadway
Akron, Ohio 44308

MAJOR WORK PROGRAM, GRADES 4–10—In an effort to do more for "gifted" students, the school system, with the consent of parents, established separate classes for these students. An enriched and accelerated program was established for those students meeting rigid academic and emotional requirements.

The major work program classes use materials and teaching techniques that are considered above the level of comprehension of average or below-average pupils of the same age. The students taking part in the program are able to assimilate the basic instructional materials considerably faster than pupils of average ability. Even though it is possible for them to complete approximately one and a half year's work in one year, they are not permitted to graduate at an earlier age. The program has been structured to promote enrichment as well as acceleration. The breadth and depth of knowledge that the students gain should serve as an excellent foundation for higher academic learning.

Additional Information

School District: Barberton **Content Area:** all areas **Organization:** elementary and secondary **Grade(s):** 4–10 **Number of Teachers Involved:** 20 **Number of Pupils Involved:** 200 **Prerequisites for Pupils:** academically talented **Grouped According to:** IQ and achievement test scores **Materials or Equipment Necessary:** recorders and projectors **Minutes per Week:** 1,800 for elementary pupils, 1,200 for secondary pupils **Method of Funding:** local board of education funds **Inaugurated:** September, 1958 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

E. L. Hunt
479 Norton Avenue
Barberton, Ohio 44203

SURVEY OF INDUSTRIAL TECHNOLOGY, GRADE 9—This industrial arts program was organized to meet the needs of pupils interested in engineering and science. The survey of industrial technology comprises two phases, each requiring a semester's work. First, the pupils study industries; and second, they put into practice the major applications of scientific principles involved in industrial technology.

It is hoped that the first phase will enable students to gain an insight into the technology of various industries. They should then be able to grasp the great variety of occupational fields that exist in our industrial society.

The second phase of the program requires each pupil to apply his theoretical knowledge to a practical problem. He must construct a product that contains a feature or features that, to the best of his knowledge, are patentable. In addition, the class studies chemical and physical properties of materials and explores various fabrication methods.

Additional Information

School District: Copley **Content Area:** industrial arts **Grade(s):** 9 **Number of Teachers Involved:** 1 **Number of Pupils Involved:** 25 **Prerequisites for Pupils:** superior and average **Grouped According to:** mental ability, expressed interests, and teachers' marks and judgments **Minutes per Day:** 40 **Minutes per Week:** 200 **Method of Funding:** local board of education funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** in progress **Additional Information May Be Secured from:**

Alfred Vrapp or William C. Peterson
1531 South Cleveland-Massillon Road
Copley, Ohio 44321

SUMMER SPEED READING, GRADES 7–12—The summer reading program offers instruction to help students become more proficient in reading all kinds of literature.

To aid in the summer speed reading program, extensive use is made of visual projectors, films, reading machines, and reading pacers. The reading program emphasizes both speed and comprehension. Efficiency in reading is achieved in two ways: speed is increased by widening the reading span, training the student not to look back, and developing rhythmical eye movements; comprehension is emphasized by focusing the student's attention on organization of material, details, vocabulary, inferences, and other factors that lead to understanding.

Additional Information

School District: Norton **Content Area:** reading **Organization:** secondary **Grade(s):** 7–college **Number of Teachers Involved:** 1 **Special Personnel:** guidance counselor **Number of Pupils Involved:** 36 each session; 2 sessions each summer **Prerequisites for Pupils:** individual counseling and diagnosis **Grouped According to:** expressed interests (limited to 12 per class) **Materials or Equipment Necessary:** reading machines and reading pacers **Minutes per Day:** 90 **Minutes per Week:** 540 **Method of Funding:** local funds and Lions Club contribution **Inaugurated:** August, 1962 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Eugene K. Moulin
4128 Cleveland-Massillon Road
Barberton, Ohio 44203

COOPERATIVE OCCUPATIONAL TRAINING PROGRAM FOR SLOW LEARNERS—This program, designed for students with an IQ range from 50 to 79, has three interrelated purposes: social adjustment, occupational adjustment, and academic competencies in keeping with the needs and abilities of the students. The needs of these pupils seem to be best served if emphasis is placed upon preparation for home and family living, citizenship, and employment.

Under the Cooperative Occupational Training Program, students spend a half day on a job and the other half day in school where class work is interrelated with the students' job requirements. A teacher-coordinator maintains a communication link between the school and the employer. The subject areas of language arts, American and Ohio history, and science are closely related to the occupational interests of the students. Marks are based upon achievement according to the students' ability level.

Administrators report that the citywide dropout rate has dropped from 4.79 to 2.02 (1964) since 1960, when the school came into existence. They have also observed that court cases involving these students have been reduced. Through the Cooperative Occupational Training Program, the school is able to place all graduates of the program in full-time employment.

Additional Information

School District: Warren **Content Area:** trade and industrial **Organization:** secondary **Grade(s):** 11–12 **Number of Teachers Involved:** 2 **Special Personnel:** teacher-coordinators **Number of Pupils Involved:** 36 **Prerequisites for Pupils:** Ohio definition of "slow learner" 50–79 IQ **Grouped According to:** mental ability test scores, achievement test scores, marks, and teacher judgment (small groups—15) **Minutes per Day:** 180 daily at school, 180 daily or more on the job **Method of Funding:** local school district funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** plans to evaluate **Written Description:** available **Additional Information May Be Secured from:**

W. K. Dunton
585 East Market Street
Warren, Ohio 44483

HIGH ABILITY PROGRAM, GRADES 4–8—This program is designed to develop broad educational experiences and study skills, leadership, reflective thinking, and creative abilities in students. The program is basically one of enrichment—not acceleration of content or grade.

Each classroom is equipped with an abundance of instructional materials. The school library proved limited in the number of books for the higher reading level developed by the students. The students in the upper elementary grades were encouraged, therefore, to use the public library for advanced literature.

Additional Information

School District: Canton **Content Area:** all areas of the curriculum **Organization:** elementary **Grade(s):** 4–8 **Number of Teachers Involved:** 11 **Number of Pupils Involved:** 259 total, 25 per classroom **Prerequisites for Pupils:** 125 IQ **Grouped According to:** mental ability, achievement tests, and subject grades **Minutes per Week:** full time **Method of Funding:** local school funds **Inaugurated:** September, 1958 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Lloyd R. McFarren, Director of Elementary Education
618 High Avenue, N.W.
Canton, Ohio 44703

OUTDOOR EDUCATION PROGRAM, GRADE 6—The Outdoor Education Program is designed to give children in large cities an opportunity to learn firsthand and realistically about nature and the great outdoors. It is an effort to keep alive one important phase of our national heritage which is the love and close association with the land as it relates to the biological man. The primary objective is to teach principles of natural science with emphasis upon ecological relationships in nature, the importance and techniques of conservation in all areas.

In addition to learning what is being taught directly, a child may develop socially, achieve greater self-reliance, and develop new patterns of recreation for future use of leisure time.

Additional Information

School District: Canton **Content Area:** all areas **Organization:** elementary **Grade(s):** 6 **Number of Teachers Involved:** all 6th-grade teachers **Special Personnel:** conservation resources personnel **Number of Pupils Involved:** 1,518 for a 2-year period **Prerequisites for Pupils:** none **Grouped According to:** expressed interests. **Materials or Equipment Necessary:** films and special pamphlets **Time Involved:** 3 days each year **Method of Funding:** parents and PTA **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Lloyd R. McFarren, Director of Elementary Education
618 High Avenue, N.W.
Canton, Ohio 44703

BRAILLE UNIT, GRADES 1, 3–6—Braille Unit is a special program designed for blind students in the elementary school. The program was initiated at the request of parents of blind children who wished to enroll their children in school on a day basis rather than in a residential school.

The blind children are integrated into a regular classroom setting, in addition to receiving specialized and individualized instruction. The school seeks to teach braille communication, to train for orientation and mobility, and to provide special counseling for the handicapped. The local school district provided funds for an interested teacher to become qualified to teach this group of students. The school also secured a braillist from volunteer workers trained in using braille.

The school has had few problems in integrating blind and sighted children. The blind students have been achieving at expectancy and have had no difficulty keeping up with their sighted classmates. Evaluation indicates that further development is needed in the nonacademic areas. Social, vocational, and community experiences need to be provided for the blind students.

Additional Information

School District: Canton **Content Area:** all areas **Organization:** elementary **Grade(s):** 1, 3–6 **Number of Teachers Involved:** 2—children integrated with regular classes of 6 teachers, 1 resource teacher **Special Personnel:** braillist and resource teacher **Number of Pupils Involved:** 10 **Prerequisites for Pupils:** physically handicapped; blindness (standards of state department of special education) **Grouped According to:** mental ability, test scores, marks, teacher judgment, and individual tutoring **Minutes per Day:** 75 per individual child by resource teacher **Minutes per Week:** 375 **Method of Funding:** state and Federal funds, and community interest groups **Inaugurated:** September, 1960 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** in progress **Additional Information May Be Secured from:**

Carl V. Pegnato
1510 Clarendon Avenue, N.W.
Canton, Ohio 44708

WORK EXPERIENCE PROGRAM TO REDUCE DROPOUTS, GRADES 11 AND 12—The purpose of the occupational work experience program is to provide potential dropouts (those with IQ's of 70 to 90) with a means of obtaining and holding a job in order to make an orderly transition into the world of work. A concomitant objective is the attempt to aid these youth in maintaining or reclaiming their self-respect.

An important feature of the program is the employment of a teacher-coordinator who must have counseling ability, meet the standard of work and trade experience to qualify the program for reimbursement from the state vocational department, and have the desire to work in such a program. This person secures jobs, visits the student on the job, visits the student's home, and clears jobs with the Industrial Commission and the Department of Labor.

Besides offering this direct connection between school and employment, the school also provides a program of English, history, civics, and economics like that for other students; a vocational information period every day during the noon hour in which trade information is given; and a counseling period before school begins for individual problems of students involved in the program.

Success is evidenced by improved attendance, a better attitude by many students toward school and toward people, improved grades, and the belief that many would graduate who might have dropped out of school.

Additional Information

School District: Canton **Content Area:** all areas **Organization:** high school **Grade(s):** 11–12 **Number of Teachers Involved:** 2 **Number of Pupils Involved:** 50 **Prerequisites for Pupils:** below average, selected by committee including school principal, school counselors, and teacher **Grouped According to:** no specific group **Materials or Equipment Necessary:** on-the-job training in industry **Minutes per Day:** 75 **Minutes per Week:** 300 **Method of Funding:** local school district special fund, state funds (foundation) **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

George W. Swindell, Director of Vocational
and Technical Education
618 High Avenue, N.W.
Canton, Ohio 44703

TEAM TEACHING, GRADES 1–6—To orient the staff to team teaching, a consultant on team teaching visited the Wooster City Schools in the Spring of 1963, on two occasions. He spoke to the entire staff of the Wooster City Schools, and to parents in the Melrose School area, the school chosen for this experiment. The entire staff being used in the project was chosen from among volunteers.

In June 1963, the Melrose staff, the principal, and the director of elementary instruction attended a team teaching workshop. During the summer months, the staff met periodically to make further plans and select materials.

In the fall, the staff, principal, and director of elementary instruction took a two-day trip to the Lamphere School System in Madison Heights, Michigan, to visit, evaluate, plan, and discuss their team teaching program. The entire staff also attended a team teaching workshop in June of 1964.

The pupils participating in this program have shown great gains in the areas of art, music, and physical education through the use of highly skilled teachers in these areas. The same has been true in the other subject areas, although to a lesser extent. Increased flexibility has improved the reading program organization.

All concerned—teachers, parents, and students—have favorable opinions of the program. The results of standardized testing given after one year show the team teaching program to be as good as the self-contained classroom, in the areas measured by the tests.

Additional Information

School District: Wooster **Content Area:** all areas **Organization:** elementary **Grade(s):** 1–6; special education **Number of Teachers Involved:** 11 **Special Personnel:** none **Number of Pupils Involved:** 307 **Prerequisites for Pupils:** all students **Grouped According to:** 50–60 children work with two teachers, and are grouped to meet the demands best of the task at hand; this includes some crossing of grade lines **Materials or Equipment Necessary:** textbooks, visual projectors, recordings, and films **Minutes per Week:** 400 **Method of Funding:** no special fund **Inaugurated:** September, 1963 **Evaluation:** yes **Written Description:** no **Additional Information May Be Secured from:**

Maurice D. Pelton, Director of Elementary
Instruction
Bowman and Quinby Streets
Wooster, Ohio 44691

HUMANITIES, GRADE 12—The humanities course, scheduled on a semester basis, has been organized around the idea that our present civilization has its roots in many ancient civilizations. Areas of language arts, art, and music are considered.

The course, conducted by English teachers specially trained in humanities, presents important civilizations of the past and their contributions to our own culture. Some time is devoted to studying important religions of the world and some of the great literary works, such as the *Iliad,* the *Aeneid,* and the plays of Sophocles. A weekly theme and a term paper, prepared on a topic chosen by the student, with the advice of the teacher, are required. The students are encouraged to think more deeply about what they write and to develop their own writing styles. Many guest instructors are used from other departments of the high school as well as the College of Wooster.

The teacher believes that the course could be presented ideally by a team of four teachers—in history, music, art, and English. However, the material should be integrated in such a way that the developments are seen chronologically.

Additional Information

School District: Wooster **Content Area:** humanities **Organization:** high school **Grade(s):** 12 **Number of Teachers Involved:** 1 **Special Personnel:** curriculum director and chairman of English Department at the College of Wooster **Number of Pupils Involved:** 37 **Prerequisites for Pupils:** superior and above average **Grouped According to:** expressed interests and teacher judgment **Materials or Equipment Necessary:** books, recordings, tapes, and paperback books **Minutes per Day:** 55 **Minutes per Week:** 275 **Method of Funding:** local board of education funds **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

LeRoy R. Watt, Superintendent of Schools
Bowman and Quinby Streets
Wooster, Ohio 44691

COSMETOLOGY ADDED TO VOCATIONAL PROGRAM, GRADES 11 AND 12—Cosmetology was added to the school's vocational program as a result of many girls expressing interest in this field. It was felt that cosmetology would offer another career possibility to girls not planning to attend college.

Participants are selected on the basis of scores on the *Flanagan Aptitude Classification Test,* IQ, rating, record of attendance, and age. The curriculum is designed to enable students to pass the State Board of Cosmetology examination. To date, 100 per cent of the students participating have passed this examination, and all those desiring employment have been placed. Standards for participation in the program are rising every year.

Additional Information

School District: Martins Ferry **Content Area:** cosmetology **Organization:** high school **Grade(s):** 11–12 **Number of Teachers Involved:** 2 **Special Personnel:** vocational supervisor **Number of Pupils Involved:** 48 **Prerequisites for Pupils:** average and superior **Grouped According to:** marks, age, mental ability tests, achievement tests, and aptitude tests **Materials or Equipment Necessary:** films, textbooks, visual recordings, and sound recordings **Minutes per Day:** 300 **Minutes per Week:** 1,500 **Method of Funding:** state and Federal funds **Inaugurated:** September, 1959 **Evaluation:** yes **Written Description:** in progress **Additional Information May Be Secured from:**

D. C. Bewley
633 Hanover Street
Martins Ferry, Ohio 43935

TEAM TEACHING: BIOLOGY, GRADE 10—It was felt that team teaching in biology would allow more time for individual attention, give the student greater variety in the types of instruction, and expose him to more outside sources of information. A program of lectures, discussion classes, and laboratory work provides a variety of instruction, benefiting both teachers and students. The program was evolved after a committee of teachers and the county supervisor visited schools with similar teaching programs.

Although there has been no formal evaluation, the teachers feel that team teaching is better than the traditional method for presenting the biology course. The teachers note that the students now work more independently both in and out of classes.

Additional Information

School District: Maysville **Content Area:** biology **Organization:** high school **Grade(s):** 10 **Number of Teachers Involved:** 3 **Special Personnel:** professional teaching staff **Number of Pupils Involved:** 150 **Prerequisites for Pupils:** all students **Grouped According to:** marks and teacher judgment **Materials or Equipment Necessary:** textbooks, programed instruction using books, visual projectors, and films **Minutes per Week:** 215 **Method of Funding:** no special funds **Inaugurated:** September, 1963 **Evaluation:** no **Written Description:** in progress **Additional Information May Be Secured from:**

Thomas Leeper
Route 2
Zanesville, Ohio 43704

Administration

IN-SERVICE TRAINING PROGRAM FOR ALL SERVICE PERSONNEL—A one- to three-day workshop is held for each service area. During this time, consultants conduct training and retraining programs, present new materials, give demonstrations, and present and discuss a variety of pertinent topics. A regular preplanned curriculum is used.

The three major objectives of the program are: to achieve better trained personnel, to develop standardized procedures, and to demonstrate and test products.

The program has received national attention and has been the subject of several magazine articles.

Additional Information

School District: Sylvania **Organization:** total school system **Method of Funding:** local funds **Inaugurated:** 1959 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** programs available **Additional Information May Be Secured from:**

Richard P. Fuller, Assistant Superintendent
6801 Maplewood Avenue
Sylvania, Ohio 43560

DATA PROCESSING FOR ADMINISTRATIVE AND PUPIL SERVICES—The school system added data processing equipment to its school management operation to make data on pupil population and mobility and information about financial procedures more easily accessible. It had been noted that the clerical work load of teachers and principals was increasingly disproportionate to its purpose and value. Plans also included utilizing the equipment for better test scoring and analysis, for analysis of needed change in the curriculum and instructional program, and as a source of information for assistance in the pupil guidance program.

The school system installed the IBM 1401-1405 to achieve these plans after a careful study of its needs. An important aspect of selection was an analysis of the costs of a computer system and a study of which particular model could do the best job planned for it. The data processing equipment now handles payroll, pupil census, warehousing, appropriation accounting, job-cost accounting, and lunchroom fund accounting.

In addition to the savings of time for teachers and principals, there has been a substantial reduction in the number of extra and overtime pay hours which the previous method of data processing required. The school has also been able to make the equipment available for students in the technical program at the high school.

Additional Information

School District: Cincinnati **Organization:** all levels **Number of Teachers Involved:** 2,905 **Special Personnel:** staff trained in data processing operation **Number of Pupils Involved:** 83,000 **Materials or Equipment Necessary:** IBM data processing equipment **Minutes per Week:** 2,400 or more **Method of Funding:** no special funds **Inaugurated:** January, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Edward Ebel, Director
Division of Data Processing
608 East McMillan Street
Cincinnati, Ohio 45206

DECENTRALIZED BUDGET PREPARATION WITH TEACHER AND PRINCIPAL INVOLVEMENT—This program keeps budget planning and administration close to the operational level, establishing greater authority and responsibility in budget decisions at the building-principal level. Classroom teachers are also involved.

Principals are given appropriation classification sheets early in the year, which include such expenditures as faculty salaries, textbook purchases, library books and other expenses, educational supplies, equipment replacements, and playground and physical education equipment. Each sheet, except that for faculty salaries, states the amount to be allocated. Principals work with the teachers to develop lists of items needed; the items are described and the probable cost indicated. A building-by-building priority list is the result. If the requests exceed the allotment, materials are purchased according to priorities for buildings.

Additional Information

School District: Indian Hill **Organization:** total school system **Method of Funding:** local funds **Inaugurated:** July, 1963 **Evaluation:** plans to evaluate **Written Description:** not available **Additional Information May Be Secured from:**

Robert L. Walter, Superintendent
8100 Given Road
Cincinnati, Ohio 45243

DATA PROCESSING TO FREE TEACHERS FROM CLERICAL WORK—The major reason for introducing data processing into this junior-senior high school was to free teachers from the many "secretarial tasks" they had been performing. The equipment includes: key-punch machines, electronic sorter, accounting machine, reproducer punch, interpreter, collector, test scorer, and electronic transmission machine. This data processing center is used by all of the schools in the county.

Keeping attendance records, accounting, test scoring, and scheduling are some of the tasks now performed by machine.

Additional Information

School District: Finneytown **Organization:** secondary **Number of Teachers Involved:** 50 **Number of Pupils Involved:** 983 **Method of Funding:** interdistrict and local funds **Inaugurated:** September, 1960 **Terminal Date:** continuous **Evaluation:** has been and continues to be evaluated **Written Description:** available **Additional Information May Be Secured from:**

Vernon E. Thomas, Assistant Principal
8916 Fontainbleau Terrace
Cincinnati, Ohio 45231

POST HIGH SCHOOL PROGRAM IN COMPUTER TECHNOLOGY—The operation of a post high school technical education program in business data processing and computer technology has made a complete data processing laboratory available to the school district. This equipment is being used to process student records and school business, and to mechanize accounting procedures.

The accounting and record keeping procedures are now being completely revised. The major feature of this program is that a centralized system is available to handle financial and pupil accounting for the city and six local school districts. The cooperating districts are able to pool their resources because the equipment is already available at no cost except maintenance, as a result of the post high school program. Planning, financing, and utilization have been and remain a cooperative venture for both the county and the city systems.

Pilot programs using data processing conducted to date include high school scheduling, school enumeration, school attendance, mailing lists, report cards, payroll, and data-reduction research.

Additional Information

School District: Springfield **Organization:** K–14 **Special Personnel:** director of the technical education program and a supervisor of data processing **Materials or Equipment Necessary:** computer (IBM 1620) and peripheral equipment **Method of Funding:** interdistrict, state, and Federal funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available (visitations welcome) **Additional Information May Be Secured from:**

Richard O. Brinkman, Director
701 East Home Road
Springfield, Ohio 45501

ACTIVITIES COORDINATOR OF COCURRICULAR PROGRAMS—Each high school in the system has an activities coordinator as a part of its administrative staff. The coordinator has the responsibility to develop, enrich, and expand the cocurricular activities of the school and to coordinate the cocurricular program with the instructional program. He provides the supervision and leadership necessary to maintain the cocurricular activities at a high level. He also serves as a liaison person between community and school and attempts to develop a close relationship with the various new media.

The major objectives of the program are: (1) to provide a wider variety of activities for students, (2) to provide more opportunity for participation in student activities, (3) to develop student activities to help students gain the maximum benefit from their school experience, (4) to provide resource assistance to the staff and students, and (5) to assist the chief administrator of the school so he can devote more time to instructional activities.

Additional Information

School District: Columbus **Content Area:** cocurricular activities **Organization:** high school **Grade(s):** 10–12 **Special Personnel:** activities coordinator **Number of Pupils Involved:** 14,898 **Minutes per Day:** 40 minutes per class **Minutes per Week:** 15,400 **Method of Funding:** local funds **Inaugurated:** September, 1958 **Terminal Date:** continuous **Writ-**

ten Description: available **Additional Information May Be Secured from:**

C. L. Dumaree, Assistant Superintendent,
Administration
270 East State Street
Columbus, Ohio 43215

DATA PROCESSING IN THE TOTAL SCHOOL SYSTEM—The three objectives of this program were to find a better and quicker method of pupil accounting and class scheduling, to improve business office efficiency, and to produce more accurate budgeting and purchasing.

As a result of the introduction of data processing, administrative responsibility has been reassigned, special training has been provided for present staff members, new positions have been created, and outside persons have been introduced into the program.

The community also benefits by being permitted to use the IBM equipment. City officials thus have free machine time for the preparation of payrolls.

Additional Information

School District: Euclid **Organization:** total school system **Special Personnel:** administrative assistant, supervisor, and other technical personnel to operate equipment **Materials or Equipment Necessary:** IBM data processing equipment **Minutes per Week:** full time **Method of Funding:** local funds **Inaugurated:** September, 1958 **Terminal Date:** continuous **Evaluation:** plans to evaluate through cost analysis **Written Description:** in progress **Additional Information May Be Secured from:**

Walter Schwegler
651 East 222nd Street
Euclid, Ohio 44123

SYSTEMATIC BIDDING ON ALL MAJOR PURCHASES—In order to obtain quality specifications and prices in writing, and to develop a good relationship with suppliers, the school system developed a schedule of predetermined dates for the purchase of materials and supplies. Prime dates for bids on various items are scheduled, and vendors are informed of the dates.

An important feature has been the grouping of items for bids, which attracts more competitive bidding. The program is revised annually with respect to business conditions and needs.

The program has required reeducation of the staff. Emphasis is placed on the need for strict adherence to the policy of purchasing as well as an education program for the suppliers.

Additional Information

School District: Parma **Organization:** K–12 **Method of Funding:** local funds **Inaugurated:** September, 1958 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Oliver G. Buhl, Purchasing Agent
6726 Ridge Road
Parma, Ohio 44129

MERIT EVALUATION OF ADMINISTRATIVE PERSONNEL—This administrative appraisal system awards "merit increases" in salary to administrative officials of the school system for their exercise of leadership abilities. Meritorious service is determined by the judgment of the chief administrator and by factual evidence.

An evaluation scale was developed by a committee of administrators in the district and approved by the board of education. Important features of the scale are its flexibility and its recognition that each school within the district has unique characteristics and administrative problems. Determining how these unique problems are to be handled is the primary consideration, rather than measuring all school administrators on a common yardstick of formal administrative behavior.

Additional Information

School District: Shaker Heights **Organization:** K–12 **Method of Funding:** no special funds **Inaugurated:** 1963–64 school year **Terminal Date:** continuous **Written Description:** available **Additional Information May Be Secured from:**

Donald G. Emery, Superintendent
15600 Parkland Drive
Shaker Heights, Ohio 44120

TOTAL SCHOOL SYSTEM INVOLVEMENT IN A BUDGET PROGRAM—An effort to develop good long-range planning and to place more emphasis on felt educational needs as a part of the district's planned spending resulted in a program whereby the professional staff and the board of education cooperatively develop the school budget. The plan involves all of the teachers at the building level as they meet with their department heads. Department heads and principals serve as *ex officio* members of the district budget committee and prepare a budget prospectus one year in advance. The emphasis is on long-range planning and staff involvement.

The broad objectives of the program are: (1) to have the budget reflect the educational program, (2) to coordinate the preparation of the budget under the direction of a budget director who is also the clerk-treasurer, (3) to bring all schools and divisions into the development of the school budget, (4) to anticipate needs before they become critical, and (5) to develop long-range plans for community endorsement and planning.

Additional Information

School District: Shaker Heights **Organization:** total school system **Number of Teachers Involved:** 460 **Minutes per Week:** 600 **Method of Funding:** local funds **Inaugurated:** June, 1960 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

Fredrick A. David, Budget Director
15600 Parkland Drive
Shaker Heights, Ohio 44120

ADMINISTRATIVE COUNCIL: A TEAM APPROACH—The school superintendent believes that a teach approach can facilitate communication among the administrators within the school system. Consequently, the forty-seven administrators meet together once each month. The large group is broken down into smaller groups consisting of elementary and secondary school administrators.

An agenda is prepared before each meeting. The council reviews board actions and policies, studies innovations, and discusses routine matters.

The administrators believe that better communication is achieved through direct person-to-person contact than through bulletins, which are often arbitrary and may be misunderstood. The team approach involves the total staff in the solution of common problems, since the principals meet with the teachers before meeting with the superintendent.

Additional Information

School District: Canton **Organization:** all levels **Number of Administrators Involved:** 47 **Inaugurated:** September, 1960 **Terminal Date:** continuous **Evaluation:** no **Written Description:** not available **Additional Information May Be Secured from:**

Gordon G. Humbert, Superintendent
618 High Avenue, N.W.
Canton, Ohio 44703

ADMINISTRATIVE AND SUPERVISORY APPRAISAL—This program was developed to identify and encourage effective administrative and supervisory practices. It involves the use of a form for self-appraisal and for outside appraisal.

A significant feature of the program is the establishment of personal objectives for each administrator and supervisor that he may use as "job targets." As the year progresses, both the individual administrator and the evaluator appraise progress toward the "targets." A general overall appraisal is also made. Formal consultations, as well as informal meetings, are held at regular intervals.

Additional Information

School District: Triway **Organization:** total school system **Minutes per Week:** 20 **Method of Funding:** local funds **Inaugurated:** September, 1960 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Charles W. Smith
3205 Shreve Road
Wooster, Ohio 44691

DATA PROCESSING CENTER FOR ADMINISTRATION, PUPIL ACCOUNTING, AND FINANCE—Several problems involving paper work had arisen because of the increase in the kinds of data used in administering the schools; the increase in the amount of reporting, record keeping, analysis, etc., required in public schools; the growing complexities resulting from sheer numbers of people, contacts, agencies, and materials involved in running a large city school system; and delegation to, or assumption by, schools of many new and expanding activities.

The areas in which electronic data processing assists the schools include: personnel records, payroll and labor accounting, property accounting, accounts payable, pupil personnel, budgetary accounting, and research studies.

Additional Information

School District: Akron **Organization:** K–12 **Number of Professional Staff Involved:** 2,286 **Special Personnel:** yes **Number of Pupils Involved:** 58,138 **Method of Funding:** local funds **Inaugurated:** August, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

John E. Hartzler, Assistant Superintendent
70 North Broadway
Akron, Ohio 44308

AUTOMATED PAYROLL—Data processing equipment is leased and owned to automate completely the payroll accounting and reduce the number of hours professional administrators need to spend on bookkeeping. At present the following areas are automated: pupil accounting, personnel records, and payroll accounting.

As a result of leasing and purchasing the data processing equipment and employing five persons to operate the equipment, it has been possible to expand the curriculum in the district-operated technical school and in adult education classes. The curriculum now includes many phases of data processing technology.

Additional Information

School District: Willoughby-Eastlake **Organization:** total school system **Special Personnel:** key-punch operators, tab operators, and supervisor **Materials or Equipment Necessary:** accounting machine, calculating punch, interpreter, key punch, sorter, collator, reproducing punch, and computer (IBM 1620) **Method of Funding:** interdistrict funds **Inaugurated:** January, 1962 (payroll); September, 1956 (other applications) **Terminal Date:** continuous **Evaluation:** not formal **Written Description:** available **Additional Information May Be Secured from:**

Milan Stetanik
38106 Euclid Avenue
Willoughby, Ohio 44094

CADET PRINCIPAL PROGRAM—The purpose of the program is to provide a continuing source of educational leadership. The semester program is designed to give interested and well-qualified candidates the opportunity to receive practical experience in the total school operation, prior to being assigned the full responsibility of administering a school unit.

Additional Information

School District: Mansfield **Content Area:** all areas **Organization:** elementary and secondary **Grade(s):** 1–12 **Number of Pupils Involved:** 9 **Method of Funding:** local funds **Inaugurated:** 1954 **Evaluation:** yes **Additional Information May Be Secured from:**

L. L. Mishey, Assistant Superintendent
75 Carpenter Street
Mansfield, Ohio 44903

Pupil Services

ELEMENTARY FACULTY STAFFING SESSIONS TO DISCUSS INDIVIDUAL CHILDREN—Individual children who are underachieving academically or are making a poor adjustment socially or emotionally are the subject of joint staff conferences. Data on each child are gathered by his present classroom teacher and the school psychologist. This information is then presented in a group conference to all teachers who have had the child in their class during the past several years.

The purpose of this program is to gain a more complete picture of the child as a whole, so that a program of pupil aid can be formulated. The child's present classroom teacher is responsible for compiling the significant contributions and recommendations of staff participants. A report is made part of the child's cumulative record to assist future teachers and to provide a standard for follow-up discussions.

Additional Information

School District: Oakwood **Content Area:** pupil behavior, staff involvement **Organization:** elementary **Grade(s):** K–6 **Special Personnel:** psychologist, special teachers **Method of Funding:** local funds **Inaugurated:** 1962 **Written Description:** available **Additional Information May Be Secured from:**

James C. King, Principal
735 Harman Avenue
Dayton, Ohio 45419

SPECIAL EDUCATION FOR ALL AGE RANGES—This program for slow learners makes every effort to help each student become a well-adjusted, self-supporting, and actively participating citizen. A differentiated curriculum was set up to meet the needs of the pupil in relation to his ability by establishing realistic goals. The school provides opportunities for the students to participate in many of the academic courses and extracurricular programs of the regular students.

The program for the older students includes a survey of work opportunities and selection of suitable jobs, on-the-job placement of students under supervision, eventual graduation of students when the prescribed curriculum has been completed successfully, and a follow-up of students after graduation and placement in another job if necessary.

The key to the success of the program rests with the biweekly in-service meetings held with teachers regarding instructional materials, teaching techniques, and parent-teacher conferences. The teachers in the program were trained in special education.

Additional Information

School District: Mad River **Content Area:** all areas of curriculum **Organization:** elementary and secondary **Grade(s):** 2–12 **Number of Teachers Involved:** 16 **Special Personnel:** guidance counselor, psychologist, and curriculum coordinator **Number of Pupils Involved:** 235 **Prerequisites for Pupils:** mentally retarded **Grouped According to:** IQ, achievement, and teacher judgment **Minutes per Day:** full time **Method of Funding:** local, state, and Federal funds **Inaugurated:** September, 1960 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Mrs. Jeannette Freed, Curriculum
Coordinator
200 South Loop Road
Dayton, Ohio 45431

EARLY ENTRANCE AND ACCELERATION PROGRAMS—School officials believe that chronological age should not be *the* factor determining when a child enters school. If a child is mentally, socially, and emotionally ready for school, he should not be denied the opportunity because of chronological age.

The presence of early entrance policy was introduced in 1959, on an experimental basis; it was revised in January 1964. Before being admitted to the first grade, a child must meet the following criteria: (1) his birthday falls in November or December, and he has an IQ of 120 +, or it falls between January 1 and April 30, and he has an IQ of 130+; (2) he has good health, good physical development, and above-average fine and gross muscle coordination; (3) he has adequate social and emotional maturity; and (4) parental attitudes and home atmosphere are favorable.

Since social and emotional maturity are difficult to evaluate, a preschool experience is offered in the summer. Children who are being considered for early acceptance meet for two weeks during the summer in a class situation where it is possible for the teacher and the psychologist to evaluate their social and emotional maturity. The early entrance pupils are also placed in the kindergarten on a trial basis for the first six weeks.

A follow-up study of the 1959, 1960, and 1961 early entrance pupils reveals satisfactory results. The pupils are successful in standardized achievement tests and achievement as reflected by school marks. Classroom adjustment and social interaction with adults and peers have been good. The reading tests reveal that first- and second-grade early entrants are approximately seven months above the school grade average. The third-grade early entrants are eight months above the school average.

School officials also believe that an intellectually gifted child should have an opportunity for acceleration. Pupils are selected for the accelerated program on the basis of the following criteria: an IQ of 130 or more; high scholastic performance in academic subjects; good health and physical development with above-average fine and gross muscle coordination; adequate social and emotional maturity; and favorable parental attitudes and home atmosphere.

Content mastery is of primary concern when the pupil is selected for acceleration. The child must demonstrate some knowledge of the work and skills missed or acquire the necessary knowledge and skills by tutoring or some other means while pursuing the work of the next grade. Teachers' opinions and achievement test scores indicate subject matter development.

Additional Information

School District: Lakewood **Content Area:** all areas of the curriculum **Organization:** elementary and secondary **Grades:** K–12 **Number of Teachers Involved:** 419 and 15 part time **Special Personnel:** psychologist **Number of Pupils Involved:** 9,063 **Prerequisites for Pupils:** 130 or higher IQ, school marks, achievement and aptitude tests, expressed interest, and teacher judgment **Minutes per Day:** full time **Method of Funding:** local school board funds **Inaugurated:** 1959 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Theodore A. Buergler, Coordinator of
Research and Individual Study
Roger L. Holmes, Director of Elementary
Education
1470 Warren Road
Lakewood, Ohio 44107

STANDARD SCORE PROFILE FOR TEST INTERPRETATION, K–6—Guidance personnel in the school system have developed a means of interpreting test scores to both parents and teachers for grades kindergarten through six. Standard scores and a graphic device are used to compare students' test scores. Officials feel that this plan frees teachers from the problem of "test score gymnastics."

The standard score profile folder considers the standard error of measurement, the relative comparisons of ability and achievement, and the pattern of test scores over a period of years (minimizing reliance on a single score). On the back of the folder is an explanation of the use and interpretation of standard scores so that persons having no training in psychometrics are able to understand them. Teachers use the plan in their parent-teacher conferences, and both groups have been enthusiastic about it.

Additional Information

School District: Shaker Heights **Organization:** elementary **Grade(s):** K–6 **Special Personnel:** guidance department **Prerequisites for Pupils:** all students **Method of Funding:** no special funds **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available (on form shown to parents) **Additional Information May Be Secured from:**

William Cunningham, Assistant to
Superintendent of Schools
15600 Parkland Drive
Shaker Heights, Ohio 44120

COLLEGE VISITATION BY GUIDANCE COUNSELORS—The high school guidance department initiated a visitation program to colleges and special training schools in order to advise students better about the schools they were considering attending. The program also involves developing a closer relationship between the high school and these institutions. Contact between them facilitates the job of each, especially since more and more colleges rely on recommendations from high school counselors.

The counselor involved in the program talked to admissions directors and their staffs and to others in administrative positions. An attempt was made to talk to graduates of the high school if any were present at the school. The guidance counselor also toured the campus and participated in some of the activities in an effort to note the atmosphere of the college or school and the type of students attending.

The guidance department feels that this program has been effective in aiding students choose colleges or training schools. The colleges contacted show a special interest in the students; and in several, financial help was secured because of the improved communication between the high school and the college.

Additional Information

School District: Hudson **Content Area:** no specific subject matter **Organization:** high school **Grade(s):** 9–12 **Number of Staff Involved:** 2 **Special Personnel:** guidance counselor **Prerequisites for Pupils:** superior **Minutes per Week:** 4 days full time **Method of Funding:** local funds **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

George F. Rosselot, Guidance Counselor
77 North Oviatt Street
Hudson, Ohio 44236

PROGRAMS TO REDUCE THE DROPOUT RATE, GRADES K–12—Professional school personnel approached the dropout problem by the following means: early discovery of children with school problems in the elementary school, inauguration of remedial work and special programs, utilization of individualized scheduling at the secondary level, introduction of levels or tracks for ninth-grade pupils in English and mathematics, broadening of the curriculum, and development of a method of selecting pupils for the vocational high school.

The guidance program for the pupils was appreciably enhanced. An intensive study was carried out to ascertain the common characteristics of dropouts. An in-service education program for all faculty members was introduced to convince teachers of the worth of each child. Special members of the community were used as personal contacts for children who had limited support from their parents. This effort resulted in an 11 per cent increase in retention of pupils within a one-year period.

Additional Information

School District: Canton **Content Area:** all areas of the curriculum **Organization:** elementary and secondary **Grade(s):** K–12 **Number of Teachers Involved:** all **Special Personnel:** psychologist, guidance and health personnel **Number of Pupils Involved:** 400 **Prerequisites for Pupils:** below average **Grouped According to:** school marks, IQ, achievement and aptitude test scores, teacher judgment, behavior, and dropout potential **Materials or Equipment Necessary:** new materials have been developed **Minutes per Day:** full time **Method of Funding:** local school district funds **Inaugurated:** 1961 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Lloyd M. Swan
618 High Avenue, N.W.
Canton, Ohio 44703

School Plant

CHILD-CENTERED, LIBRARY-CENTERED SCHOOL, GRADES 7 AND 8—In an effort to meet the needs of seventh- and eighth-grade pupils, an architect worked cooperatively with the teachers to design a building that would provide space to promote interest and the desire for independent study.

The building has two wings—one for the seventh-grade pupils and the other for the eighth-grade pupils. The hub of the building contains the educational materials center, which has large quantities of glass, acoustical tile, and carpeting. The materials center was designed to house books and all instructional materials. Adjacent to the center is a large carpeted room that can be used for study, research, and large group instruction. An electrically controlled folding door makes it possible to divide the room for small group instruction.

Additional Information

School District: Norwalk **Organization:** elementary **Grade(s):** 7–8 **Number of Teachers Involved:** 19 **Number of Pupils Involved:** 425 **Inaugurated:** 1963 **Evaluation:** no **Written Description:** not available **Additional Information May Be Secured from:**

Mrs. Myra Carpenter, Librarian
64 Christie Avenue
Norwalk, Ohio 44857

TWIN PORTABLE ELEMENTARY CLASSROOM UNITS, GRADE 4—Because of increased enrollment and the need for additional classrooms, the board of education found it necessary to locate economical supplemental housing. To meet this need, a prototype, double-classroom unit was constructed at each of two elementary school sites. Two of the four classrooms were equipped as special units, including all of the furnishings and lighting controls necessary to obtain maximum utility from the space available. One of the special units was carpeted to compare its acoustical quality with the acoustics in the adjoining room finished with a hard-surfaced flooring.

In planning relocatable space, the administration believes that the following criteria should be considered:

1. Maximum possible ease in installation and relocation.
2. A minimum of 900 square feet per classroom for thirty pupils.
3. Independent rest room facilities.
4. Self-contained and individually controlled heating, ventilating, air conditioning (if feasible), and lighting controls for each classroom.
5. Quality of design and materials so that the structures can be a source of pride to the students and the community.

Additional Information

School District: Newark **Organization:** elementary **Grade(s):** 4 **Number of Teachers Involved:** 2 principals, 4 teachers **Inaugurated:** September, 1963 **Terminal Date:** completed **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Richard H. Cottrell, Director of Curriculum
9–19 North Fifth Street
Newark, Ohio 43055

AIR-CONDITIONED JUNIOR HIGH SCHOOL PLANETARIUM, GRADES 7–12—An air-conditioned planetarium was built in one of the junior high schools because of community pressure for a space-age science program and the school system's desire to expand its science program. A bond issue was required to initiate the project.

The building has the following features: a special dome ceiling with a horizon twenty-four feet in diameter; special inclined seating; lighting effects; a planetarium instrument consisting of star, solar system, and auxiliary projectors; and a stereophonic sound system. A Citizens Committee on Housing for the public schools took part in planning activities. The school system expects that the planetarium will eventually be used by the community.

Additional Information

School District: Cleveland **Organization:** junior high, also serves other junior and senior high schools **Grade(s):** 7–12 **Number of Pupils Involved:** 1,314+ **Inaugurated:** September, 1961 **Terminal Date:** continuous **Evaluation:** plans to evaluate **Written Description:** available (planetarium equipment specifications) **Additional Information May Be Secured from:**

T. W. Hartman, Chief
Bureau of Housing, Equipment, and Supplies
3213 Montclair Avenue
Cleveland, Ohio 44109

GARDEN SERVICE BUILDING FOR HORTICULTURE INSTRUCTION—In order to implement an expanded program in vocational education, particularly in horticulture, the school system built a garden service building. A private donation was used to begin the project.

The building includes: an instructional and demonstrational classroom, a basement workroom, a tool room, a motor tool room, a greenhouse, a greenhouse storage room, a lunchroom, a locker and shower room, and an office. The new building is surrounded by 3.2 acres of garden. Although the building is particularly useful for the high school vocational program, it serves all grades.

Administrators have found the building satisfactory for their needs. They suggest that a greenhouse with hotbed and cold frame structure could be added. Community participation in the project was increased by the joint cooperation of the Kiwanis Club and the Business Men's Association.

Additional Information

School District: Cleveland **Content Area:** horticulture **Organization:** high school, but serves three levels **Grade(s):** K–12 **Number of Teachers Involved:** 12 and 20 uncertified **Number of Pupils Involved:** 20,754 **Inaugurated:** basic program, 1904; building, 1962 **Terminal Date:** continuous **Evaluation:** plans to evaluate **Written Description:** available (specifications for construction) **Additional Information May Be Secured from:**

T. W. Hartman, Chief
Bureau of Housing, Equipment, and Supplies
11918 Miles Avenue
Cleveland, Ohio 44105

NEW SENIOR HIGH SCHOOL BUILDING—The board of education, administration, high school department heads, and teachers established the educational specifications for a new senior high school building that would encourage the use of new and developing educational programs. The specifications called for preparation of flexible rooms for team teaching, seminar grouping, independent study, conference rooms, library study centers, educational television, and provision for year-round use of the building.

The building has no windows on the outside walls of classrooms, but has instead study courts which are viewed through glass partitions from the classrooms. The study courts are provided with large windows, which use only 5 per cent of the glass found in a conventional academic building. The elimination of corridors makes it possible to house compact academic facilities in a two-story square structure, approximately 225 feet on a side. This construction provides a minimum exterior and interior wall area and minimum cubage; a high percentage of the total area is usable for educational purposes. There is a minimum floor area to be cleaned, minimum wall area to be maintained, and minimum cubage to be heated, cooled, and cleaned. Adjoining the academic core are the compactly planned lunch and recreation areas, and the industrial arts, music, and physical education complex.

This air-conditioned building permits climate controlled year-round use for 1,500 pupils. The controlled climate will result in savings in heating bills, maintenance, redecorating, and repairs due to weather damage. Since the building has been used only one summer, the average cost of air conditioning has not been determined.

Additional Information

School District: Mayfield **Grade(s):** 10–12 **Number of Teachers Involved:** 59 **Number of Pupils Involved:** 1,172 **Inaugurated:** August, 1962 **Terminal Date:** February, 1965 **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Harvey A. Scheetz, Superintendent
1123 SOM Center Road
Cleveland, Ohio 44124

AN EXPERIMENTAL PROGRAM IN TEACHING WORK-STUDY SKILLS—Work-study skills are being taught to fourth-, fifth-, and sixth-grade pupils in a large group situation. The main objective of this program is to help pupils become more independent when applying study techniques and to use more efficiently the learning resources within the educational program.

The center of work-study is the elementary library, which had been converted into a learning center. The learning center has stacks (holding 13,000 books) serving as room dividers to separate the areas of activity into a reference area, a browsing or storytelling area, a study area, a class instruction area, and a charging area. There are five study carrels, each containing an electrical outlet for filmstrip viewing, an earphone for listening to tapes, and corkboard on the walls so that notes and other papers may be seen easily. Two other listening areas contain shelves with jacks for earphones to be used by the students. Tapes and records are used in these areas, also. Programed materials are used by children as an adjunct to the reference area.

A technician is available to produce transparencies. These can be produced on request for large group instruction, for class instruction, or for reports given by pupils.

By using the learning center and participating in large group lessons, it is hoped that pupils master the following: (1) listening; (2) knowledge of what study is, how to organize, when to study; (3) the Dewey Decimal System; (4) the card catalog; (5) use of the audiovisual center; (6) techniques of reporting; (7) map and globe studies; (8) graphs, charts, and tables; (9) reference books; (10) giving oral book reports; (11) outlining and note taking; (12) compiling a bibliography; and (13) parts of a book.

Introducing the pupils to the learning center early and teaching them to use the facilities for independent study have made the program successful. Teachers in grades four, five, and six follow an unscheduled plan of library usage when sending children to work there. Teachers send them *any* time during the school day, individually or in small groups.

The program demonstrates that elementary school children are capable of working alone. The goal of the project is to develop independent workers at the intermediate grade level. Evaluation of the study has pointed toward success thus far.

Additional Information

School District: Shaker Heights **Content Area:** all areas **Organization:** elementary **Grade(s):** 4–6 **Number of Teachers Involved:** 21 **Special Personnel:** administrators, professional teaching staff, librarians, and nonprofessional staff **Number of Pupils Involved:** 402 **Prerequisites for Pupils:** none **Grouped According to:** no specific grouping **Materials or Equipment Necessary:** individual listening or recording booths, viewing booths, books, sound recorders, transparencies, programed materials, films, visual projectors, recordings, TV, and earphones **Time Spent:** variable **Method of Funding:** local school district funds, Ford Foundation grant matched by Shaker Heights Board of Education **Inaugurated:** 1962 (beginning of 3-year study) **Evaluation:** in progress **Written Description:** available (2 manuals, End-of-Second-Year Report) **Additional Information May Be Secured from:**

Mrs. Selma Leavitt
15600 Parkland Drive
Shaker Heights, Ohio 44120

Staff

TEACHER APPRAISAL—The teacher appraisal program is based on achievement of goals by teachers, resulting in the general improvement of education for the pupils. Factors such as professional characteristics, personal qualities and performance, teaching skills and techniques, classroom environment, community relations, appearance, and mannerisms are considered. Both the teacher and the principal prepare a written comment. The results of the annual appraisal become a part of the teacher's cumulative records. Thus, a compilation of the teacher's activities and skills is readily available so that recommendations can be made concerning professional interests, letters of reference, and school resources.

A strong feature of the appraisal program is that the principal and teacher have frequent conferences. This practice enables the teacher to strengthen her instruction and the principal to strengthen his supervisory skills. Together, they establish goals for improvement in terms of changes that might occur, the development of rapport, the testing of methods, and the use of new aids and materials.

Additional Information

School District: Sylvania **Organization:** elementary and secondary **Number of Teachers Involved:** 266 **Method of Funding:** local school funds **Inaugurated:** 1958 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Mrs. Maxine Putman, Director
Instruction
6801 Maplewood Avenue
Sylvania, Ohio 43560

DEVELOPMENT OF INDEX SALARY POLICY—The school system has attempted to provide an equitable salary program for all of its personnel. The index salary schedule for professional and nonprofessional personnel equalizes salary increases in direct relationship to responsibility. The index system is used to maintain a constant relationship among all salaries paid to personnel.

The index schedule eliminates many problems in budget-making and frees administrative personnel from many of the conventional aspects of salary negotiations. Relationships between salaries paid to all personnel are maintained as beginning salaries are adjusted annually to be competitive with other districts. Wage increases may average 3 per cent for all employees, but those for beginning teachers may be only 1 per cent. The new salary program has been well accepted by the community, as is evidenced by its support from local government workers and unions.

The adoption of an index salary program began with a countywide survey of salary schedules and an effort to place noncertificated personnel in the index schedule. Results of the application of this policy have been excellent thus far; staff participation in a continuing professional growth program has been extensive. Six years ago the school system employed sixteen persons with a master's degree or with more than 150 hours of training. Today, thirty-six teachers in the system have been awarded the master's degree or have taken more than 150 hours of training.

Additional Information

School District: Mad River-Green **Content Area:** index salary policy **Organization:** elementary and secondary **Grade(s):** 1–12 **Number of Teachers Involved:** 964 plus nonprofessional staff **Number of Pupils Involved:** 2,300 **Method of Funding:** local funds **Inaugurated:** 1958 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

R. Henry Campbell, Executive Head
Tecumseh Road and Rebert Pike
Route 1
Springfield, Ohio 45502

TEACHER EVALUATION AND MERIT PAY PROGRAM—Merit salary increases were introduced after teachers had the opportunity to use a broad self-rating scale for a period of two years. The scale consists of seven parts with a total of thirty-three standards to be achieved. Opposite each standard, a teacher may receive a rating of from one to five points, with a perfect rating totaling 165 points. After the teacher has been rated and the points totaled, the sum is divided by 1.65 to obtain a final rating.

Properly certificated teachers, who are otherwise qualified for teaching in their respective areas of preparation, may be considered for merit increments of not more than five steps annually until a maximum of ten merit steps has been awarded. This merit program does not interfere with or prevent the teacher from receiving the usual experience and professional growth increment. These merit increments for exceptional service to the local school program are awarded upon the recommendation of the supervising principal and the local superintendent with the approval of the board of education.

Additional Information

School District: Mad River-Green **Number of Teachers Involved:** 96 **Method of Funding:** local board of education funds **Inaugurated:** 1958 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

R. Henry Campbell, Executive Head
Tecumseh Road and Rebert Pike
Route 1
Springfield, Ohio 45502

BEXLEY SALARY PLAN—The major objectives of this salary plan are to reward outstanding teaching service and to raise the standards of teaching. The basic salary schedule includes the usual classifications by year and by amount of professional training, and a somewhat unusual classification for teachers with the Ph.D., Ed.D., or equivalent. Also the usual extra allowances are provided for extracurricular duties.

The unique feature of this salary plan is the provision of "extra allowances" upon recommendation of the building principals for individuals who have extra duty requiring time beyond the usual teaching load. As a result of further education, professional contributions, and outstanding achievement, teachers may receive annually amounts from $200 to $800 extra.

One of the major tasks in the development of the present schedule has been job analysis and description. The schedule also requires regular additional training and in-service efforts. The requirements are explicit.

Additional Information

School District: Bexley **Organization:** elementary and secondary **Number of Teachers Involved:** 127 **Method of Funding:** no special funds **Inaugurated:** September, 1958 **Terminal Date:** continuous **Written Description:** available **Additional Information May Be Secured from:**

E. D. Jarvis, Superintendent
348 South Cassingham
Columbus, Ohio 43209

SUBSTITUTE TEACHER RATING BLANK FOR PRINCIPALS—The substitute teacher rating blank was developed to assist principals in rating the quality of work done by substitute teachers new to the teaching profession or to the school system. Rating blanks are completed by principals. Those teachers who have satisfactory ratings of performance in the classroom are used by the system, providing they meet requirements for assignment (certification, etc.).

Additional Information

School District: Columbus **Grade(s):** 1–12 **Number of Teachers Involved:** 6 **Number of Students Involved:** none **Method of Funding:** local school funds **Written Description:** not available **Additional Information May Be Secured from:**

I. F. Young
270 East State Street
Columbus, Ohio 43215

IN-SERVICE TRAINING PROGRAM FOR BUS DRIVERS—The bus rodeo was instituted to keep regular and substitute bus drivers aware of driving skills and techniques. Drivers are tested on an obstacle course and on a road test.

The program is set up by a driver committee, and awards are presented by local business concerns. The rodeo is used to train new drivers.

Additional Information

School District: Scioto-Darby **Organization:** entire school system **Number of Staff Involved:** 1 **Special Personnel:** bus drivers **Method of Funding:** no special funds **Inaugurated:** 1963 **Written Description:** available **Additional Information May Be Secured from:**

Robert L. Rohrer
198 Scioto-Darby Creek Road
Hilliard, Ohio 43026

THE HELPING TEACHER, GRADES K–6—This position, termed "helping teacher," does not carry with it administrative authority. No written evaluations of teachers are made. Thus, rapport is rapidly established with teachers, and their needs are met more effectively.

The helping teacher devotes a large portion of her time assisting beginning or new teachers in the school system. She observes new and experienced teachers and offers suggestions and information concerning content or method. She will also perform demonstration teaching to illustrate a certain technique for the teacher.

Meetings are scheduled by the helping teacher whenever necessary to discuss a general problem, to share ideas and techniques, or to offer suggestions.

Additional Information

School District: Rocky River **Content Area:** all areas of the curriculum **Organization:** elementary **Grade(s):** K–6 **Number of Teachers Involved:** 74 **Special Personnel:** helping teacher **Minutes per Day:** full time **Method of Funding:** local board of education funds **Inaugurated:** September, 1957 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

Shirley Svehla
3111 Wooster Road
Rocky River, Ohio 44116

DEVELOPMENT PLAN TO IMPROVE STAFF EVALUATION—The school system initiated a comprehensive personnel development plan in an effort to improve teacher and administrative evaluation. This program provides a systematic process by which administrators can help professional staff members improve their work; it also constitutes a basis upon which to recommend promotions, reappointments, or dismissals.

All members of the staff are assigned a numbered category of 1 to 5—e.g., first-year inexperienced teachers, No. 1; or teachers on continuing contract, No. 4. The principals note on their list of staff members those persons in need of additional assistance. The teachers then fill out a Job Imperatives form on which they state those responsibilities that must be fulfilled. The teacher also mentions any long-range goals he may have for the year. He must then appraise himself with a code of +,0, or — in terms of these "imperatives" listed. His principal in turn appraises the teacher's performance with the same code. At a conference, the teacher and principal discuss this Job Imperatives form. The principal must submit a record of this first conference, a specified number of supervisory reports (the number is dependent upon the staff member's category), the cumulative-record folder of the teacher, and a Recommendation Regarding Appointment form by the third Friday in February. In the spring, the teacher fills out a form summarizing his attempts to achieve the goals he stated earlier. The principal evaluates the year's performance on the same form.

The program has been subjectively evaluated by the professional staff members and has been well received. Insecurity on the part of both administrators and teachers had to be overcome before such evaluation procedures could be effective.

Additional Information

School District: Rocky River **Organization:** elementary and secondary **Number of Teachers Involved:** 215—teachers and administrators at all grade levels **Method of Funding:** no special funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Allan R. Holland, Assistant Superintendent
3111 Wooster Road
Rocky River, Ohio 44116

TEACHING PERSONNEL RELATIONS COMMITTEE—The Teaching Personnel Relations Committee was organized to meet the need for communication between the professional staff and the school administration. Its purpose is to provide for the discussion of teacher problems, other than salary, and to provide for the referral of these problems to the administration.

The teachers hold regular monthly meetings in each building to discuss problems. Those that need Committee attention are reported by the teacher representative at the regular monthly meeting of the Committee.

The Committee has proved an effective means for airing faculty-administration problems. Teachers have been able to discuss their problems openly and to solve many of them before they reach the administrative level.

Additional Information

School District: Rocky River **Organization:** Rocky River Education Association **Number of Teachers Involved:** all certified professional staff except those with administrative authority in teacher evaluation **Inaugurated:** September, 1962

Evaluation: yes **Written Description:** not available **Additional Information May Be Secured from:**

Roberta R. Calderwood
3111 Wooster Road
Rocky River, Ohio 44116

CURRICULUM COUNCIL, GRADES K–12—The curriculum council was organized to meet the need for better articulation among the city's schools. Its objectives included the initiation of curriculum changes, maintenance of timely curriculum guides, examination and evaluation of new materials, initiation of action research, coordination of textbook adoptions, assistance in drawing up educational specifications for buildings, coordination of a systemwide testing program for evaluation of pupil progress, and the fostering of better school-community relations through strengthening the lines of communication.

Membership of the curriculum council is composed of school personnel appointed by the superintendent and any visitors who are interested. School staff members are paid $3.00 an hour for attending meetings. Direction of council activities is assumed by the administrative assistant. The council's monthly meetings, held on Saturdays, keep all schools informed of current ideas and projects. Assigned tasks for projects are taken care of in separate committee meetings. The council occasionally invites outside "experts."

Reports of council meetings are sent to individuals in key positions, such as board of education members, ministers, city officials, PTA officers, and any others requesting them. School officials believe that the program has resulted in improved public relations.

Additional Information

School District: Chagrin Falls **Organization:** elementary and secondary **Grade(s):** 1–12 **Number of Teachers Involved:** 18 **Method of Funding:** local funds **Inaugurated:** September, 1963 **Written Description:** not available **Additional Information May Be Secured from:**

Donald Knox
77 East Washington Street
Chagrin Falls, Ohio 44022

IN-SERVICE COMMITTEE FOR ORIENTATION OF NEW TEACHERS—The in-service committee serves to orient new teachers to the school and community during a four-day orientation program prior to the opening of school. The committee is composed of members of the professional staff with representatives from each building. The new teachers are welcomed into the school and community through planned meetings with the professional staff and with citizens of the community. Bus tours through the area are also provided.

The orientation program is evaluated each year, and changes are made as necessary. The program's success is due to the wide participation of the school staff and community leaders.

Additional Information

School District: Chagrin Falls **Organization:** all levels **Number of Teachers Involved:** 100 **Method of Funding:** local funds **Inaugurated:** September, 1961 **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

Donald Knox
77 East Washington Street
Chagrin Falls, Ohio 44022

CONTINUING CURRICULUM COMMITTEES, GRADES 1–12—The curriculum committees were organized to overcome the lack of articulation among the various levels of a particular curriculum area. The objectives of the committees are to keep the teachers informed about the latest thinking in specific areas, to give direction to the whole problem of curriculum, and to provide continuous reevaluation of the curriculum.

The committees, composed of teachers from all grade levels under the direction of building principals, have been instrumental in securing audiovisual aids, in adopting new textbooks, and in rewriting courses of study.

Evaluation will take place in a conference session involving the entire faculty. Evaluation guides will be provided for their use.

Additional Information

School District: Ravenna **Organization:** all levels **Grade(s):** 1–12 **Number of Teachers Involved:** all **Inaugurated:** September, 1963 **Terminal Date:** continuous **Method of Funding:** no special funds **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

J. A. Whittaker
507 East Main Street
Ravenna, Ohio 44266

CADET PRINCIPALSHIP — The internship program was established to develop better principals through on-the-job training. The program provides the cadet principal with a thorough knowledge of the duties and responsibilities of the principal. It offers experience in the various school programs, in all curricular areas, and on all levels from the elementary school to the central office.

The cadet principal keeps a weekly log of activities and meets regularly with the supervising principal and the first assistant superintendent. The cadet serves in the place of the regular principal when he is absent and as a substitute for other principals.

Although no formal evaluation has been carried out, informal evaluation by principals who have gone through the program has attested to its benefits.

Additional Information

School District: Canton **Number of Staff Involved:** 1 to 3 each year **Special Personnel:** cadet principals **Number of Pupils Involved:** none **Method of Funding:** local school funds **Inaugurated:** 1955 **Terminal Date:** continuous **Evaluation:** no **Written Description:** available **Additional Information May Be Secured from:**

H. E. White
618 High Avenue, N.W.
Canton, Ohio 44703

Public Relations

VOCATIONAL CAREER CONFERENCE, ONE EVENING PER YEAR—The unique feature of the Vocational Career Conference is that the Oakwood Kiwanis Club recruits all of the speakers. Each speaker is given explicit information about what is expected.

The vocations presented this past Spring were primarily in professional or semiprofessional fields. This was the case because a relatively high percentage of the students continue their education beyond high school.

Each student who participates in the career conference is requested to evaluate the session attended. The students are directed to respond by "yes" or "no" to eight questions. They are also encouraged to present written comments. The information obtained from the student evaluation is used by the school and the Kiwanis Club to improve subsequent career conferences.

Additional Information

School District: Oakwood **Organization:** secondary **Number of Teachers Involved:** 6 per year **Special Personnel:** experts in various occupations **Grouped According to:** interest **Time Devoted to Program:** 2 hours **Method of Funding:** local board of education funds **Inaugurated:** 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Kenneth W. Christner, Guidance Director
1200 Far Hills Avenue
Dayton, Ohio 45419

CONSULTING COMMITTEE OF CITIZENS—Participation in the Ohio Statehouse Conference on Education convinced citizens that a continuing advisory group could be of assistance in improving the educational program in the school system. The board of education appointed a five-member committee to study the advisory group's recommendation developed by the Steering Committee of the Statehouse Conference. This Committee's report resulted in the appointment of a fifteen-member Citizens School Consulting Committee.

The Committee is expected to contribute to the improvement of education by: (1) reviewing school policies and proposing revisions; (2) providing two-way communication between the schools and the public; (3) helping school officials implement policies approved by the board of education; (4) studying possibilities for extending the use of school facilities; and (5) developing community support for policies established to govern the operation of the school program.

Provision is made for an annual review of all Committee activities; the superintendent of schools and the board of education members are invited to attend.

Additional Information

School District: Sidney **Content Area:** school-community relations **Organization:** elementary and secondary **Grade(s):** 1–12 **Number of Teachers Involved:** 160 **Number of Pupils Involved:** 4,000+ **Method of Funding:** local—no special funds **Inaugurated:** September, 1962 **Terminal Date:** continuous **Evaluation:** yes (a guide for annual review purposes) **Additional Information May Be Secured from:**

Malcolm C. Thompson, Chairman,
Consulting Committee
320 East North Street
Sidney, Ohio 45365

SCHOOL EFFORTS TO MEET COMMUNITY OCCUPATIONAL NEEDS

SCHOOL EFFORTS TO MEET COMMUNITY OCCUPATIONAL NEEDS—A concentrated effort by school officials, working with community resources, resulted in the development of courses of study that could lead to employment for students upon graduation. Two questions had to be answered: What were the community needs for entry employment? How could students be prepared to meet the occupational qualifications?

Contacts were made with community groups, employers, and personnel people to ascertain the prerequisites and special skills needed for each occupation. The professional administrative staff was then able to organize courses of study to meet these occupational needs.

Parents and school patrons were informed of the program through publications (including a colorful brochure), a televised documentary, newspaper articles, PTA meetings, lectures, and discussion groups.

Additional Information

School District: Cincinnati **Content Area:** all areas **Organization:** senior high **Grade(s):** 10–12 **Method of Funding:** local board of education funds **Inaugurated:** February, 1962 **Terminal Date:** continuous **Written Description:** available **Additional Information May Be Secured from:**

Roy L. Anderson, Director of Secondary
Schools
608 East McMillan Street
Cincinnati, Ohio 45206

PARENT AND TEACHER CURRICULUM STUDY GROUP—The curriculum study group was selected from laymen in the community by the fifteen-member planning commission—a lay group serving in an advisory capacity to the board of education. The decision was made to involve thirty to forty laymen in addition to school personnel.

With the formation of the study group, school officials believed it would be possible to broaden school-community communication. The group provided an opportunity for an interchange of ideas regarding curriculum evaluation, the educator's analysis of needs, curriculum development, and reactions of laymen to the program of studies.

Not only has the study group been of considerable benefit to the administration, but several of the members have been selected for the planning commission. In a number of cases, members of the group served as a source for potential board of education members.

Additional Information

School District: Mount Healthy **Number of Teachers Involved:** varies **Meetings:** 3 hours per month during the school year **Method of Funding:** local board of education funds **Inaugurated:** November, 1959 **Terminal Date:** continuous **Evaluation:** no **Written Description:** not available **Additional Information May Be Secured from:**

Darwin B. Keye, Supervisor of Instruction
and Curriculum Coordinator
1411 Compton Road
Cincinnati, Ohio 45231

CITIZENS ASK SUPERINTENDENT QUESTIONS ON TV—The school administration decided to accept a local television station's invitation to appear on a "live" TV program, *Crossfire,* which was designed so that questions phoned into the station could be answered during the program. The superintendent and several members of his central office staff sat before the cameras for a period of one hour and answered questions pertaining to education and of interest to a large portion of the viewing audience. All questions were limited to thirty seconds and were played on the air by means of delayed-tape recordings. Only "crank" or repetitious questions were eliminated in the broadcast.

Additional Information

School District: Columbus **Special Personnel:** superintendent and assistant superintendent **Time Devoted to Project:** 60 minutes per year **Method of Funding:** local television sponsorship **Inaugurated:** September, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

Lyle R. Hamilton, Director of Publications
and Public Information
270 East State Street
Columbus, Ohio 43215

SENIOR HIGH SCHOOL TECHNICAL TRAINING CENTER, GRADES 11 AND 12—The technical training center was developed to help the school district meet the educational needs of students who are not planning to continue their education beyond high school. Local, state, and Federal funds have been utilized to add more personnel from the community, to secure new materials and equipment, and to modify existing facilities to accommodate the new program. The purpose of the program is to provide students with salable skills upon completion of their training.

The center initially will provide training for careers in cosmetology, dental hygiene, electronics, and technical drafting. During the planning stages, a number of representatives from local business, industry, and professional groups, as well as local citizens, have cooperated with school officials to establish objectives for the center and to provide for its continual evaluation and modification. A communication program through formal publications and local speaking engagements has been undertaken to acquaint the total community with opportunities available to students through enrollment in the center.

Additional Information

School District: South-Western **Content Area:** vocational education **Organization:** high school **Grade(s):** 11–12 **Number of Teachers Involved:** 4 **Special Personnel:** cosmetologists, dental assistants, electronics technicians, and draftsmen **Number of Pupils Involved:** 100 **Materials or Equipment Necessary:** new technical equipment **Minutes per Week:** 1,350 **Method of Funding:** local, state, and Federal funds **Inaugurated:** September, 1964 **Terminal Date:** continuous **Written Description:** available **Additional Information May Be Secured from:**

Paul C. Hayes, Superintendent
3708 South Broadway
Grove City, Ohio 43123

COMMUNITY RESOURCES FILE TO ENABLE TEACHERS TO ENRICH THE CURRICULUM—The establishment and operation of the Community Resources File by the PTA has made possible more direct and improved communication between school and home, parents and teachers, and pupils and the community. The PTA from each school and the Kiwanis worked together to create an inventory of available personal resources in the community to assist teachers in enriching instruction.

The file consists of a list of 600 people in the community willing to assist in areas such as social studies, arts and crafts, natural and physical sciences, language arts, vocational guidance, and health and safety. Not only are these people experts in their fields, but frequently they possess valuable materials that can be used to enhance instruction, such as visual aids, pertinent literature, art displays, etc.

Additional Information

School District: Brecksville **Organization:** elementary and secondary **Grade(s):** K–12 **Number of Teachers Involved:** 1 **Minutes per Week:** 600 **Method of Funding:** Kiwanis International and local PTA units **Inaugurated:** February, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Mrs. Grace D. Krogh, PTA Community
Resources File Chairman
8915 Highland Drive
Brecksville, Ohio 44141

FALL 1963 NEIGHBORHOOD CONFERENCES—School officials felt that adequate communication with school patrons was imperative even when the schools were not promoting a levy or a bond issue. To achieve this goal, a twenty-page publication was prepared. This publication described the curriculum taught in the city's elementary schools and ways in which parents could help their children succeed.

Each school held one evening meeting for parents. Teachers discussed with the parents the school's objectives and the curriculum at all levels. Parents were also given the opportunity to learn how to help teach children at home. Parental attendance at the various school meetings was encouraged through radio, television, newspaper, the PTA, letters to community leaders, and notices from each school. The results of a questionnaire distributed to parents revealed that they overwhelmingly supported the program.

Additional Information

School District: Cleveland **Content Area:** all areas of the curriculum **Organization:** elementary **Grade(s):** K–6 **Number of Teachers Involved:** all elementary **Materials or Equipment Necessary:** radio, TV, newspaper, and internal publication **Method of Funding:** local school board funds **Inaugurated:** October, 1963 **Terminal Date:** November, 1963 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

George E. Theobald, Assistant
Superintendent
1380 East Sixth Street
Cleveland, Ohio 44114

REPORT CARD INSERTS TO INFORM COMMUNITY OF SCHOOL PROGRAMS—The report card insert used by the Rocky River City elementary schools to explain the Greater Cleveland Mathematics Program (GCMP) to parents illustrates the tremendous community relations potential of such a publication. The GCMP, as taught in the Westlake City Schools, is mentioned in the listings (see page 12).

Additional Information

School District: Rocky River **Content Area:** mathematics **Organization:** elementary **Method of Funding:** local board of education funds **Inaugurated:** 1963 **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Allan Holland, Assistant Superintendent
3111 Wooster Road
Rocky River, Ohio 44116

BUSINESS EDUCATION DAY—The basic purpose of Business Education Day is to increase teachers' understanding of America's economic system—how it functions and how it contributes to and depends upon expanding productivity.

The teachers spend an entire day every other year visiting business and industrial firms. They are assigned in small groups to study a business or industry for an entire morning. During the afternoon session, the teachers hold conferences with the top executives of the firms.

Each teacher's experience on Business Education Day supplements textbook theory with realities. Instructional, social, and scientific theories are seen in action. The businessman and industrialist also have the opportunity to become better acquainted with the nature of the teaching profession.

Additional Information

School District: Elyria **Number of Teachers Involved:** all **Time Devoted to Program:** one day every other year **Method of Funding:** Chamber of Commerce **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

F. J. Gottfried, Superintendent
348 Fifth Street
Elyria, Ohio 44035

"REPORT CARD" (TV REPORT TO SCHOOL PATRONS)—"Report Card" is a program aired over a commercial television station for half an hour three Saturdays each month. The program is put on video tape the Friday afternoon before the Saturday viewing. To keep the programs flexible and timely, school officials have learned not to schedule topics too far in advance.

At first, the programs placed primary emphasis upon classroom demonstrations. However, the schools now use the television time to talk about school problems as well as to inform school patrons about new educational developments. The schools also use the programs to demonstrate the many ways they cooperate in community activities.

Additional Information

School District: Youngstown **Content Area:** all areas **Organization:** elementary and secondary **Number of Teachers Involved:** varies with type of program **Materials or Equipment Necessary:** video tape, sometimes produced "live" **Time Devoted to Program:** 30 minutes **Inaugurated:** October, 1954 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Esther M. Joyce, Supervisor,
School and Community Relations
20 West Wood Street
Youngstown, Ohio 44503

ADVISORY COMMITTEE FOR TRADE AND INDUSTRIAL SAFETY—A proposal by the Sight Conservation Committee of the Massillon Lions Club to school officials resulted in an overall safety program for the schools' vocational shops. A Safety Education Advisory Committee was organized with representatives from the State Industrial Commission, the Vocational Education Department of the State Department of Education, the Sight Conservation Committee of the Lions Club, vocational instructors, the City Fire Department, safety directors of a number of local industrial plants, and the American Society of Safety Engineers.

Periodic safety checks of the schools' vocational shop facilities are made by the Advisory Committee, and a list of safety suggestions is prepared. The suggestions are turned over to the board of education.

As a result of the new program, the pupils are more conscious of safe working conditions. All pupils are required to wear safety glasses which they purchase themselves; consequently, no serious eye injuries have occurred since the program was established in 1959.

Additional Information

School District: Massillon **Content Area:** trades and industrial education **Organization:** high school **Number of Teachers Involved:** 14+ **Method of Funding:** local board of education funds and Lions Club contribution **Inaugurated:** 1959 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** available **Additional Information May Be Secured from:**

Russell M. Gardner, Vocational Supervisor
128 South Avenue, S.W.
Massillon, Ohio 44646

MODERN MATHEMATICS FOR PARENTS—A course in modern mathematics has been organized for adults. It is presented by four teachers one night each week for a period of six weeks. Parents are educated about the purpose of the new approach to mathematics instruction in the schools. The techniques of teaching are explained, and an attempt is made to develop the adults' ability to understand the fundamental principles of modern mathematics. As a result, parents have confidence in the staff and program.

Additional Information

School District: Massillon **Content Area:** modern mathematics **Organization:** night school (adult education) **Number of Teachers Involved:** 4 **Minutes per Week:** 120 **Method of Funding:** registration fee **Inaugurated:** October, 1963 **Terminal Date:** continuous **Evaluation:** yes **Written Description:** not available **Additional Information May Be Secured from:**

Russell M. Gardner, Director of Adult
Education
128 South Avenue, S.W.
Massillon, Ohio 44646

Research

BRITISH-AMERICAN ELEMENTARY EDUCATION COMPARISON STUDY, GRADES 1–6— Research is being conducted to compare the progress of British and American students in mathematics and English. The major purposes of the study are to determine: (1) Do elementary students in the United States progress as rapidly as British students in language, arts, and mathematics? (2) What effect does the earlier entrance age in Britain play in the educational progress of the child? (3) Does the longer school year in Britain have an advancing effect?

Research and investigation teams from the University of Toledo tested the children in mathematics and language arts three times during the year—in October, March, and May. The American California battery was used as well as British tests. The same tests were given in England, Scotland, and Ireland. The very bright and the very slow were eliminated from comparison. Each of the eighteen American schools was compared to a similar elementary school in Great Britain. The rate of progress of the American student will be compared to the rate of progress of the English elementary student. Final results of the study will be available as soon as the scores are compared.

An interesting side effect occurred with the establishment of transoceanic "pen pal" teams. The students have become very much interested in the letter-writing phase of the English period.

Additional Information

School District: Oregon **Content Area:** English and mathematics **Organization:** elementary **Grade(s):** 1–6 **Number Involved:** 22 **Staff Members Affected:** administrators and teachers **Number of Pupils Involved:** 480 **Prerequisites for Pupils:** all students, except the very bright or very slow **Hypotheses Tested:** to determine effects of longer school year and earlier entrance age in Britain **Type of Research Involved:** comparison of progress of students **Method of Funding:** Federal funds **Inaugurated:** September, 1963 **Terminal Date:** June, 1964 **Written Description:** in progress **Additional Information May Be Secured from:**

Lawrence D. Morgan, Director of
Instruction
5721 Seaman Road
Oregon, Ohio 43616

SURVEY OF UNGRADED PRIMARY—To determine the feasibility of inaugurating an ungraded primary program for grades one through three, if it proved desirable, the school system undertook a survey of existing ideas and plans for nongraded programs.

Through observation of operating programs within the area, school officials noted a number of basic features common to ungraded programs. All of the programs studied were based almost entirely on pupils' reading abilities—usually, eight levels of reading instruction replaced the traditional three, and a wider range of materials seemed to be necessary. The approach also necessitated new standards of achievement and means of evaluation, because of the need to account for individual differences. Essentially, the content of the curriculum is no different in ungraded than in traditional classrooms; the difference between the two plans lies in the rate of learning and the time spent on various activities. Ideally, the ungraded plan will minimize frustration and embarrassment for the pupil, as well as minimizing the loss of continuity that accompanies the "failure of a grade" in a traditional school.

In evaluating present practices in the school system, there appeared to be few differences between the operating program and the basic tenets of the ungraded primary program. Granting the need for parents to understand the ideas behind any change in organization, the system felt that, if desired, the ungraded plan could be instituted with a minimum of difficulty.

Additional Information

School District: Vandalia-Butler **Content Area:** all primary areas **Organization:** elementary **Grade(s):** 1–3 **Type of Research Involved:** survey of existing programs and ideas **Terminal Date:** 1963 **Written Description:** available **Additional Information May Be Secured from:**

J. M. Wisecup, Assistant Superintendent
306 South Dixie Drive
Vandalia, Ohio 45377

AFTER-SCHOOL STUDY PROGRAM FOR LOW-ACHIEVING STUDENTS, GRADES 7–9—This project was initiated to evaluate supervised evening study sessions for low-achieving students during the second semester of the 1964–65 school year. Teachers chose children from their classes who they believed could benefit from a program of supervised home study. Parents were then invited to send their children to a neighborhood study hall where they would have the facilities to study with the help of volunteer teachers, older students, and lay persons.

The staff believes that the provision of extra study facilities will, over a period of time, result in improved school achievement, improved school attendance, and positive changes in attitude toward self, school, and teachers.

Additional Information

School District: Hamilton **Content Area:** reading and arithmetic **Organization:** junior high **Grade(s):** 7–9 **Number of Teachers Involved:** 11 **Staff Members Affected:** professional teaching staff and guidance personnel **Number of Pupils Involved:** 120 **Prerequisites for Pupils:** low-achieving students **Minutes per Week:** 360 **Hypotheses Tested:** determine changes in achievement, attitudes, and attendance **Variables Manipulated:** opportunity for disadvantaged youth to study in evening sessions with supervision and direction **Type of Research Involved:** survey of attitude change and improvement in attendance and grades **Method of Funding:** private foundation funds **Inaugurated:** January, 1964 **Terminal Date:** June, 1965 **Written Description:** in progress **Additional Information May Be Secured from:**

Charles C. Thackara
332 Dayton Street
Hamilton, Ohio 45011

FIVE YEARS OF RESEARCH IN TELEVISED INSTRUCTION, GRADES 5, 6, 7, 9, 10, and 12— After five years of experimenting with the use of television in direct instruction (as opposed to its use for enrichment), findings were reviewed to answer the question: "Where are we going with educational television?" The evaluation was undertaken because of the desire to upgrade instruction in several areas and the possible need to utilize large classes and televised instruction.

Thirteen experiments were conducted over a period of five years. With few exceptions, experiments were conducted with separate classes of average size, viewing TV in their own classrooms, and TV was used in conjunction with classroom instruction; the latter combination was called "televised instruction."

Using subject-matter achievement tests as criteria, televised instruction tends to be more effective than conventional instruction for the pupils at higher grade levels, and it tends to be more effective with above-average ability pupils (unless efforts are made to direct instruction to less able pupils). Nevertheless, the more able pupils and those in higher grade levels tend to prefer conventional instruction to televised instruction. Both methods, however, seem to result in equal retention. If one expects significant differences favoring televised instruction, it is possible that the demands may be unreasonable—in eight experiments, TV instruction time was less than or equal to 50 per cent of classroom time. In addition, the dilemma of an inverse relationship between preference for televised instruction and achievement must be solved, to achieve a desirable atmosphere for learning.

Additional Information

School District: Cincinnati **Content Area:** English, driver education, mathematics, science, and health **Organization:** elementary and secondary **Grade(s):** 5, 6, 7, 9, 10, and 12 **Staff Members Affected:** administrators and teachers **Prerequisites for Pupils:** none **Hypotheses Tested:** to determine the effect of televised instruction on achievement **Variables Manipulated:** student characteristics and methods **Type of Research Involved:** experimental development of new programs **Method of Funding:** local—special fund and community interest group **Inaugurated:** 1955 **Written Description:** available **Additional Information May Be Secured from:**

James N. Jacobs, Associate Director
608 East McMillan Street
Cincinnati, Ohio 45206

EVALUATION OF AN ACCELERATED ARITHMETIC PROGRAM, GRADES 3–6— To provide a more challenging program of arithmetic instruction for capable pupils, a five-year accelerated program was begun in grades three through six. The experimental program was designed because of concern about differentiation of content in the citywide curriculum in arithmetic and about the prevailing use of enrichment and supplementary materials.

Capable classes were chosen for participation in the program. Experiments are now being conducted in the use of materials designed for the next higher grade level after completion of the work in one grade. Although the program primarily stresses acceleration through the use of advanced textual materials, contemporary mathematical ideas are also included.

At this point in the study, the purpose of evaluation is to determine the rate of acceleration in relation to the number of years that the students participated in the program—i.e., whether participation began in the third, fourth, fifth, or sixth grade. Generally, acceleration resulted in performance two to three years above the actual grade level of the pupils involved; however, pupils who were in the accelerated program longer did not show higher achievement than other accelerants. By the sixth grade, there appeared to be no significant difference between the levels of performance of the 1-, 2-, 3-, or 4-year accelerants.

Several factors seem to have contributed to this result: students always began a new grade with a review of the previous year's conventional material, even though those students had been well into new material at the end of the previous year; there were problems in grouping, since no more than two groups could be handled conveniently in a classroom, regardless of the difference between the groups; and there is the possibility that different levels of achievement were present among the groups but remained undetected, since the criterion test emphasized conventional, rather than modern, approaches to the subject.

Additional Information

School District: Cincinnati **Content Area:** arithmetic **Organization:** elementary **Grade(s):** 3–6 **Number of Staff Involved:** 125 **Staff Members Affected:** teachers, guidance personnel, and administrators **Number of Pupils Involved:** 3,149 **Prerequisites for Pupils:** superior **Hypotheses Tested:** to determine if acceleration in arithmetic can be accomplished without adverse effects on achievement **Variables Manipulated:** student characteristics, instructional materials, and methods **Type of Research Involved:** survey of existing situation, classification of students, prediction of student success, and development of new program **Method of Funding:** local and state funds **Inaugurated:** September, 1959 **Terminal Date:** June, 1964 **Written Description:** available **Additional Information May Be Secured from:**

James N. Jacobs, Associate Director
608 East McMillan Street
Cincinnati, Ohio 45206

AN EVALUATION OF A PROGRAMED COURSE IN VOCABULARY DEVELOPMENT, GRADES 7–9—This project was conducted to determine the effectiveness of a programed course in vocabulary development. The three major objectives were: to determine under what conditions the WORDS program would be most effective, to compare instructional effects, and to evaluate student and teacher reactions.

Twenty-four classes were involved in the experiment requiring thirty-four periods of class time. Variables in the study included grade level, teacher experience with the program, frequency of vocabulary lessons (two as opposed to three periods a week), and the use of a prepared list of vocabulary words defined in the WORDS program as opposed to no special emphasis given to vocabulary. Statistical controls on academic ability were made through the use of covariance analysis. Classes rather than pupils were used as the units of analysis. Statistical techniques employed to test significance of results included analysis of variance and t-tests when applicable.

The conclusions were: classes achieved more when teachers had WORDS program experience; the same achievement resulted from two periods per week versus three periods, as long as the total instructional time was constant; and there was some evidence that the program was more effective with ninth-grade pupils in comparison to seventh- and eighth-grade pupils. Teachers felt, however, that a high level of mental ability was more important than grade level. Generally, pupils and teachers felt that the WORDS program was boring and repetitious and more helpful to spelling than to vocabulary development.

Additional Information

School District: Cincinnati **Content Area:** English language arts **Organization:** junior high **Grade(s):** 7–9 **Number of Staff Involved:** 18 **Staff Members Affected:** professional teaching staff **Number of Pupils Involved:** 750 **Prerequisites for Pupils:** superior and average **Hypotheses Tested:** to determine if WORDS teaches its own content well, engenders significant transfer effects, and results in lower achievement in those content areas of English which it may displace **Variables Manipulated:** instructional materials and student and teacher characteristics **Type of Research Involved:** experimental development of new programs **Method of Funding:** local funds **Inaugurated:** January, 1963 **Terminal Date:** August, 1963 **Written Description:** available **Additional Information May Be Secured from:**

James N. Jacobs, Associate Director
608 East McMillan Street
Cincinnati, Ohio 45206

A STUDY OF MOBILITY OF PUPILS BY ACHIEVEMENT, GRADE 6—Because of increasing concern about the achievement of pupils who move frequently, the school system conducted a study of 5,578 pupils in grade six during 1959 and 1960. The results of this study were compared with those of a similar study in 1952, which had indicated that mobility did not have a negative effect on achievement. The major objective of the new study was to provide information on the ability and mobility of public school pupils in grade six as related to their achievement, which was measured by standardized reading and arithmetic tests.

Pupils in basin (downtown), middle, and suburban schools were surveyed individually. Students were asked the number and location of schools they had attended from grades one through six and any grades they had repeated. Frequency distributions and arithmetic averages were computed for the data relative to mobility alone. Covariance analyses were made to determine whether differences in performance on reading and arithmetic achievement tests were due to the effects of moving from school to school or to the differences in the ability of the group.

The study indicated that students from the basin schools moved most frequently and tended to move into the middle school areas. Since the basin school students evidenced lower ability, school officials noted a drop in the median IQ in the middle schools for the eight-year period since the 1952 study. Results also indicated that pupils who attended the city public schools for the entire six grades and stayed in the same school scored higher on the tests of reading and arithmetic and were more capable as measured by group intelligence tests. Administrators felt that, in general, pupils included in this study who moved most often were consistently the least capable, as measured by a group intelligence test.

Additional Information

School District: Cincinnati **Content Area:** English and mathematics **Organization:** elementary **Grade(s):** 6 **Number of Staff Involved:** 14 **Number of Pupils Involved:** 5,578 **Inaugurated:** September, 1959 **Terminal Date:** September, 1960 **Additional Information May Be Secured from:**

Joan Bollenbacher
608 East McMillan Street
Cincinnati, Ohio 45206

USING EXPECTANCY CHARTS TO SCHEDULE COURSE WORK, GRADE 9—This study was an attempt to determine how much the school could rely on eighth-grade marks in predicting success in high school subjects. One immediate problem in the school was the number of students with low marks in eighth-grade arithmetic who registered for Algebra I.

The cumulative records for the classes of 1964–66 were used to find the students' marks in eighth-grade mathematics and English and in ninth-grade Latin and algebra. Expectancy charts were drawn from the information abstracted from the students' records.

Data from the expectancy charts indicate that academic performance in eighth-grade arithmetic can be used to predict success in Algebra I and General Mathematics. However, it is questionable if success in Latin I can be predicted from marks in eighth-grade English.

Additional Information

School District: Clearcreek **Content Area:** foreign language and mathematics **Organization:** junior and senior high school **Grade(s):** 10–12 **Number of Staff Involved:** 1 **Staff Members Affected:** guidance personnel and professional teaching staff **Number of Pupils Involved:** 201 **Prerequisites for Pupils:** all students **Hypotheses Tested:** to determine reliability of 8th-grade marks in predicting success in high school subjects **Type of Research Involved:** (1) survey of existing situation, (2) classification of students, and (3) prediction of student success **Method of Funding:** no special funds **Inaugurated:** 1963 **Terminal Date:** continuous **Additional Information May Be Secured from:**

William E. Stubbs, Counselor
Clearcreek Local School
Springboro, Ohio 45066

HOME VISITATION PUPIL MOBILITY STUDY, ALL GRADE LEVELS—Seven selected schools were studied to determine how adjustment might be made easier for the mobile child and those who work with him. Situated in a highly mobile urban area, the seven elementary schools had a pupil mobility rate (into and out of the district) ranging from 95.8 per cent of a school's total enrollment to 62.1 per cent, with an average of 77.6 per cent. Each child entering a school in the study was interviewed upon entrance. Children were asked how well they liked both the old and new schools, what difficulties they found in moving, and how they thought schools might make moving easier. Questions similar to these were asked of parents and teachers through visitations in the home and questionnaires in the classroom.

It was felt that the teachers who visited the homes had a therapeutic effect on new arrivals and also made later contacts easier because of the rapport established with the parents. While mobility disturbed most sudents' progress in academic subjects to a slight extent, 36 per cent of the students reported that arithmetic gave them more trouble than other academic subjects. However, these same students reported that arithmetic and art were their two favorite subjects.

The study suggested that the visits and communication between parents and school for adjustment purposes greatly facilitated pupil adjustment. Increased communication between schools could alleviate many curriculum difficulties for the mobile student, and warmth and proper diagnosis of children's abilities and needs made individual adjustments smoother.

Additional Information

School District: Columbus **Content Area:** all areas **Organization:** elementary **Grade(s):** 1–6 **Number of Staff Involved:** 5–12 **Staff Members Affected:** administrative pupil personnel **Number of Pupils Involved:** all within school **Prerequisites for Pupils:** mobile students **Hypotheses Tested:** to determine if instructional losses in mobile children might be mitigated by accumulation of background information **Variables Manipulated:** mobility and achievement **Type of Research Involved:** survey of existing situation **Method of Funding:** local—no special funds **Inaugurated:** September, 1960 **Written Description:** available **Additional Information May Be Secured from:**

H. M. Williams, Director
Pupil Personnel
270 East State Street
Columbus, Ohio 43215

VOCABULARY RESEARCH—The purpose of this program was to increase students' vocabulary skills through a systematic approach to the study of roots and affixes and word classifications (i.e., synonyms and antonyms). The students were made aware of word families and were given a means of classifying and remembering words. An important aspect of the plan involved individual programed instruction, allowing students to progress at their own rates.

Two vocabulary building books were developed for the sixth and eighth grades. These books were used once a week during the regular English period. The books contained periodic tests to aid the teacher in evaluating students' work.

An evaluation of the program showed the following: the students found this kind of instruction rewarding and challenging because the slow learner could proceed at his own pace; most students enjoyed analyzing and constructing words; the teachers felt individual problems were solved more easily because students could study areas in which they were weak; there was a marked increase in ability to build words from roots and affixes; there was a definite gain in ability to spell words on the post-tests, including new words which were learned during the course of the program; and the students' penmanship on the post-tests was generally much better.

Additional Information

School District: Columbus **Content Area:** English language arts—vocabulary **Organization:** elementary and junior high school **Grade(s):** 6, 8 **Staff Members Affected:** teaching staff **Prerequisites for Pupils:** all 6th- and 8th-grade students **Minutes per Week:** 30–40 **Hypotheses Tested:** to determine if a regular and systematic approach to the study of vocabulary through word structure and classification is fruitful **Variables Manipulated:** learning vocabulary through individualized programed instruction **Type of Research Involved:** experimental development of new programs **Method of Funding:** local school district and Payne Fund from Ohio State University **Inaugurated:** September, 1961 **Terminal Date:** continuous **Written Description:** in progress **Additional Information May Be Secured from:**

W. W. Miller, Assistant Superintendent
270 East State Street
Columbus, Ohio 43215

ACHIEVEMENT LEVEL GROUPING FOR READING—Considerable research is being conducted to determine the reasons for reading retardation, especially when this problem seems to be related to emotional disturbances. Teachers are also interested in providing more enrichment experiences for the accelerated reader.

Ability grouping and testing are the major experimental design factors in this program. The program involves ability grouping in separate classrooms, rather than within each room. All fifth- and sixth-grade reading classes meet at the same time daily for one hour. Tests given at the end of the fourth grade provide the initial grouping basis, but grouping procedures are kept flexible throughout the school year. The *California Reading Test,* which the school found very inadequate, is given at the beginning and end of the school year as some measure of growth. The difficulty in securing adequate tests in both reading and emotional adjustment was stressed by teachers involved in the program. Parents are contacted in September during "Parents Night" and at the end of the school year through an evaluative questionnaire. Two fifth grades in another district school, where reading is taught in the usual way, act as control groups.

The following conclusions may be drawn from the study: there are no appreciable differences in the achievement test scores of the experimental group in comparison with those of the control group; the advantages of the program cannot be measured by tests alone; many disabled readers have lost their dislike, fear, and/or hatred of reading; more enrichment has been possible in all groups; and accelerated readers have been faced with a real challenge and have learned many advanced skills.

Additional Information

School District: Whitehall **Content Area:** English **Organization:** elementary **Grade(s):** 5–6 **Number of Staff Involved:** 8 **Staff Members Affected:** all indirectly **Number of Pupils Involved:** 240 **Prerequisites for Pupils:** disabled and accelerated readers **Minutes per Week:** 360 **Hypotheses Tested:** to determine capabilities of disabled and accelerated readers **Variables Manipulated:** student characteristics, methods, and instructional materials **Type of Research Involved:** survey and evaluation of existing situation, classification of students, and experimental development of new programs **Method of Funding:** no special funds **Inaugurated:** September, 1956 **Terminal Date:** continuous **Written Description:** not available **Additional Information May Be Secured from:**

Mrs. Fern C. Laymon
4569 Etna Road
Columbus, Ohio 43213

STUDY OF FIRST QUARTER COLLEGE PERFORMANCE IN MATH AND ENGLISH—This study was undertaken to evaluate present levels of high school instruction for college bound students and to test the adequacy of high school grades in predicting college performance. Data were gathered to examine the relationship between high school and college achievement in English, mathematics, and overall performance.

One hundred graduates of the high school who were attending Ohio State University formed the basis of the study. High school grade averages in English, mathematics, and overall performance were correlated with the corresponding first quarter college grades for each student. In addition, the *American College Test (ACT)* was evaluated as an instrument for predicting college performance and adequacy of high school instruction. *ACT* quartiles for entering classes at OSU and for the high school graduates were compared to determine the relative expectancies of the groups.

Findings showed the following correlations: total high school *phr* (point hour ratio) to total college *phr*—.74; first quarter college mathematics *phr* to 4-year high school mathematics *phr*—.29; to 3-year (or less) high school mathematics *phr*—.24; first quarter English *phr* to 4-year high school English *phr*—.40 (12 per cent of the students enrolled in remedial English); first quarter total *phr* to *ACT* composite score —.52.

There appears to be a strong relationship between grading at the high school and at OSU, and a general relationship between performance in high school and in first quarter college English. Generally, a poor relationship exists between high school and first quarter college mathematics grades. It was decided that high school English and mathematics grades did not usefully predict corresponding college performance. However, *ACT* scores and overall high school performance do appear to predict college success reasonably well and thus indicate adequate preparation for college level work.

Additional Information

School District: Grandview Heights **Content Area:** English, mathematics, and total high school performance **Organization:** high school **Grade(s):** high school graduates in college **Number of Staff Involved:** 3 **Staff Members Affected:** administrators, teachers, and guidance personnel **Number of Pupils Involved:** 123 **Prerequisites for Pupils:** graduates attending OSU **Hypotheses Tested:** to determine if there is a relationship between high school and college performance in selected areas **Variables Manipulated:** methods of instruction **Type of Research Involved:** survey and prediction of success **Method of Funding:** local funds **Inaugurated:** September, 1962 **Terminal Date:** August 1, 1963 **Written Description:** available **Additional Information May Be Secured from:**

R. A. Timmons, Superintendent
1587 West Third Avenue
Columbus, Ohio 43212

THE EDUCATIONAL RESEARCH COUNCIL OF GREATER CLEVELAND—Several schools in northern Ohio reported programs involving cooperation with the Educational Research Council of Greater Cleveland. Rather than devote space to each of the participating schools or to select a few programs for description, it was decided to present the following general description of the Council's structure.

The Educational Research Council of Greater Cleveland is a "laboratory and a *pilot plant* for bettering elementary and secondary education." The Council's task is to reform curriculum, to improve teaching and implement new curricula, and to improve administrative practices. To accomplish these aims, the Council brings the scholar and the teacher together to unite both knowledge and experience in the classroom. The results are tried, revised, tested, evaluated, and continually revised and improved.

The Council consists of four parts: a board of trustees; a corps of leading scholars in many disciplines; a central professional staff of about 30 research and subject matter specialists and writers; and the administrators, 8,000 teachers, and 250,000 pupils in 26 participating school systems. It is supported by philanthropy, the fees of participating school systems, and royalties from the nationwide sales of the improved teaching materials it has developed.

In instituting a new program, the Council conducts a year-long television course at home for some 3,000 teachers involved in the curriculum. The Council has produced many innovations in Cleveland area schools, e.g., the Greater Cleveland Mathematics Program encompasses a modern mathematics curriculum for kindergarten through sixth grade. The entire process of revising material used for modern mathematics took four years and is still being evaluated. The Council is also developing a coherent and interrelated social studies program for kindergarten through twelfth grade. In September 1963, the Council coordinated the use of the Initial Teaching Alphabet with about 350 kindergarten pupils. By the end of the fall term, five-year-olds were reading primary books and writing ten-sentence themes using such words as *automobile, helicopter,* and *valentine*. The Jennings Scholar Program chooses 300 teachers to participate in a series of lectures conducted by nationally prominent men in the field of education. Other projects have included data processing, the efficient use of staff (as in team teaching), and testing and evaluation services in pupil personnel areas.

Additional Information

Content Area: all areas **Other:** nonprofit educational research council **Grade(s):** K–12 **Staff Members Affected:** varies **Number of Pupils Involved:** all pupils in participating schools; approximately 250,000 **Variables Manipulated:** continual research; varies with the particular study **Type of Research Involved:** survey of existing situations, evaluation of existing programs, and experimental development of new programs **Method of Funding:** philanthropy, fees of participating schools, and royalties from sales of Council-developed curriculum materials **Inaugurated:** 1964 **Terminal Date:** continuous **Additional Information May Be Secured from:**

Dr. George Baird, Director
Rockefeller Building, 4th Floor
614 Superior Avenue
Cleveland, Ohio 44113

STUDY OF METHODS IN SPEECH AND HEARING THERAPY, GRADES 1–6—The purpose of this study was to determine whether pupils improved as well or better under an intensive speech and hearing program as opposed to the traditional method. Under the traditional method, the pupil received therapy for the entire school year for two half-hour periods per week in a group or individual situation until his difficulty was corrected or he was dismissed. The intensive plan provides therapy at least four times a week for a six-week period; each child is allowed two six-week periods of therapy during the school year.

Control and experimental groups of fifty-three elementary pupils each were used in the study; they were matched closely according to grade, age, sex, and type and severity of defect. No first graders were included. Those involved in the study felt that certain variables were not adequately controlled and suggested specific improvements for replication of the study.

Evaluation procedures included both objective and subjective measures. A complete phonetic evaluation was made for each pupil at the beginning and end of the program with the *Templin-Darley Screening and Diagnostic Test,* published by the Bureau of Educational Research and Service, State University of Iowa. The experimental group's mean improvement score of 41.02 on the post-test was 15.85 points higher than the control mean of 25.17. Thirty-nine pupils in the experimental group, as opposed to twenty-one in the control group, made an improvement score of 30 or more points. The therapist involved with the intensive therapy plan felt that it more adequately met the needs of pupils requiring therapy: students remembered and made use of therapy more easily because of the extended sessions; parents exhibited more interest and a greater desire to help, possibly because of daily homework; and scheduling was easier in terms of combining this class with other special classes. Thirty-five teachers evaluated the intensive block therapy plan through a questionnaire. The majority responded affirmatively regarding the plan, and several stated that the frequent sessions aided the pupil in using his corrected speech in reading and oral communication in the classroom.

Additional Information

School District: Brecksville **Content Area:** speech therapy **Organization:** elementary **Grade(s):** 2–6 **Number of Staff Involved:** 1 **Number of Pupils Involved:** 53 **Prerequisites for Pupils:** elementary students with speech and hearing problems **Days per Week:** 5 **Hypotheses Tested:** to determine whether pupils improve as well or better under the intensive program as compared to the traditional method **Variables Manipulated:** methods **Type of Research Involved:** experimental development of new programs **Method of Funding:** no special funds **Inaugurated:** September, 1962 **Terminal Date:** June, 1964 **Written Description:** available **Additional Information May Be Secured from:**

Mrs. Verna Jean Schuler, Speech and
Hearing Therapist
8915 Highland Drive
Brecksville, Ohio 44141

UNEMPLOYED OUT-OF-SCHOOL YOUTH SURVEY, AGES 16–21—School officials worked with community leaders on the committee directing the survey, which was made financially possible by a grant from the Cleveland Foundation. The Central, Central-East, Hough, and Near-West-Side areas of Cleveland were considered areas in which the out-of-school problem was most severe. Using the 1960 census report, those in charge of the study found ratios between youth per area and youth in all areas and used these percentages to determine the makeup of the total sample of 1,200. The final sample used for statistical analysis included 1,028 youths.

One hundred and fifty selected seniors and forty-two teacher-supervisors conducted the survey, using a closed-end questionnaire. Included were such items as extent of unemployment, level of education, attitude toward obtaining training, military status, marital status, past employment, and age. A great deal of publicity was directed at the residents of the four areas in order that they might understand its purpose. The responses on the questionnaires were transferred to IBM mark sense cards, and the results were tabulated on an IBM 82-card sorter.

The study revealed that approximately two out of three (63 per cent) of the out-of-school youth are unemployed and that approximately three out of four (73 per cent) of the nongraduates are unemployed. Two-thirds (67 per cent) of the unemployed stated that training in a school would aid them in obtaining work, and four out of five (79 per cent) indicated a willingness to return to school for such training. The data collected in the study can be applied only to the four areas that were surveyed, and they do not answer the questions of why unemployment is so extensive among youth, nor of what can be done to solve the problem. However, the survey does offer community leaders basic information that is necessary in finding and removing the causal factors.

Additional Information

School District: Cleveland **Content Area:** vocational training **Organization:** high school **Grade(s):** out-of-school youth (ages 16–21) **Number of Staff Involved:** 55 **Number of Pupils Involved:** 1,028 **Prerequisites for Pupils:** high school dropouts, ages 16–21 **Hypotheses Tested:** to determine the extent of unemployment among out-of-school youth, 16–21 years of age, and to describe these youth in terms of certain characteristics **Variables Manipulated:** student characteristics **Type of Research Involved:** survey of existing situation **Method of Funding:** private foundation funds **Inaugurated:** November, 1961 **Terminal Date:** 1962 **Written Description:** available **Additional Information May Be Secured from:**

Joseph L. Mazur, Chief
Bureau of Educational Research
1380 East Sixth Street
Cleveland, Ohio 44114

ITA AT KINDERGARTEN LEVEL—The need to discover the true merit of ITA for teaching reading to kindergarten pupils led to this research project. The main objectives were to determine: (1) if there is any permanent value in the teaching of ITA at the kindergarten level, (2) if the child's self-confidence is better developed through ITA than through the traditional orthography pattern, and (3) if the ITA concept enables kindergarten children to learn to read with greater ease and effectiveness.

Control and experimental classes were chosen; the control group used the Ginn reading readiness program. The summary of findings so far is as follows:

1. There is a wide variance in abilities and readiness of children in learning to read.
2. Some children feel obligated to "finish" all the materials.
3. Fifteen per cent of the children do not show a readiness to differentiate capital letters in the *Lee-Clark Reading Test,* whereas in other years all children were able to differentiate capitals.
4. The children like to handle the books.
5. The children like to read for families at home.
6. Some children have difficulty handling pencils properly.
7. All children who have been in the program since November are able to read.
8. All children at this level enjoy having a book.
9. Individual differences are very marked.
10. Workbooks that accompany this program require more eye and hand coordination than most kindergarten children possess.

The staff involved in the study noted one interesting problem. They stated that ITA made children feel different at the very time in their lives when they should be developing a feeling of togetherness with society. (This was especially true when brothers and sisters were learning to read through traditional methods.)

Additional Information

School District: Shaker Heights **Content Area:** reading and writing **Organization:** elementary **Grade(s):** kindergarten **Number of Staff Involved:** 4 **Staff Members Affected:** administrators and teachers **Number of Pupils Involved:** 80 **Prerequisites for Pupils:** one-half of kindergarten class **Minutes per Week:** 80 **Hypotheses Tested:** to determine if it is desirable for kindergarten children to read and if they can be taught to read by ITA **Variables Manipulated:** methods and instructional materials **Type of Research Involved:** experimental development of new programs **Method of Funding:** private and local funds **Inaugurated:** November, 1963 **Terminal Date:** not determined **Written Description:** not available **Additional Information May Be Secured from:**

Mrs. Alice Van Duesen, Principal
23325 Wimbledon Road
Shaker Heights, Ohio 44122

STUDY OF VOCATIONAL NEEDS FOR STUDENTS, GRADUATES, AND ADULTS—The rising rate of youth unemployment, the increasing complexity of jobs, and the need for specialized training and education for both employed and unemployed persons spurred this in-depth study of vocational education needs.

The study provides for a community analysis and projection of vocational needs; an evaluation of the present status of provisions for vocational education of high school youth, post high school students, and adult trainees; a determination of plant, financial, and legal requirements as related to present conditions; and a recommendation of long-range plans and steps for immediate action.

Questionnaires were sent to businessmen and industrialists, inquiring about present and projected educational levels required for employment, and about plans for future expansion. Questionnaires were also sent to high school seniors in both public and parochial schools, recent and older graduates, dropouts of recent years, and parents of younger students. The returned questionnaires will be evaluated and will form the basis of the study.

Recommendations are expected to be made for the organization and implementation of high school and post high school programs, and probably for adult enrichment and retraining programs as well.

Additional Information

School District: Huron **Content Area:** vocational education **Organization:** district and cross-district **Number of Pupils Involved:** 500 in *this* school **Hypotheses Tested:** to determine the present state of vocational education **Type of Research Involved:** survey of existing situation **Method of Funding:** local and state funds **Inaugurated:** August, 1962 **Terminal Date:** 1965 **Additional Information May Be Secured from:**

R. L. McCormick, Superintendent
710 West Cleveland Road
Huron, Ohio 44839

A COMPARISON OF TWO METHODS OF TEACHING ENGLISH, GRADE 9—This study was conducted to determine if the use of a scientific programed text, *English 2600,* is better than the conventional method when teaching English grammar. Specifically, the investigators wanted to determine if time could be saved by using the new method and materials and if the method is more effective.

Four ninth-grade English classes, Tract II level, were chosen for the experimental design. One control and one experimental class were given to a male teacher and an experimental and a control class were given to a female teacher. The *Primary Mental Abilities Test,* ages 11 to 17, and the *Iowa Tests of Basic Skills—English Usage Section,* were given to both the experimental and control groups before the beginning of the study. Also, a pre-test of English usage, the California *Test of English Usage,* Form A, was given to both groups at the beginning of the first experimental week. A post-test, Form B of the California *Test of English Usage,* was administered.

The conclusive analysis shows that the experimental and control groups were equal in ability and began the experiment with the same competency in English grammar. However, the experimental group was found to be superior to the control group in the level of achievement of English grammar; furthermore, this was accomplished in less classroom teaching time.

These results strongly indicate the following:

1. The programed text, *English 2600,* should be continued with the ninth grade, Tract II groups. The unit test results and the standardized test results have shown that this method is, in all probability, a more effective method of teaching English grammar than the conventional type of teaching.

2. Although this hypothesis was not tested in the experiment directly, the investigators believe that the method would be excellent for accelerated and Tract I groups, but impractical for Tract II groups.

3. The method consumes less instruction time than the conventional method, thus leaving more time for teaching creative writing.

4. This method, like any effective teaching technique, requires that the teacher: (1) become more involved with testing, scoring tests, and retesting; and (2) spend more time helping individual students.

Additional Information

School District: Warren **Content Area:** English **Grade(s):** 9 **Number of Staff Involved:** 2 **Staff Members Affected:** teachers **Number of Pupils Involved:** 103 **Prerequisites for Pupils:** average **Minutes per Week:** 275 **Hypotheses Tested:** to determine if time can be saved using the new methods and materials and if this method is as efficient or more efficient than the conventional method **Variables Manipulated:** instructional materials **Type of Research Involved:** evaluation of existing programs **Method of Funding:** local funds **Inaugurated:** October, 1961 **Terminal Date:** 1962 **Written Description:** available **Additional Information May Be Secured from:**

Wiley S. Garrett, Assistant Superintendent
261 Monroe Street, N.W.
Warren, Ohio 44483

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